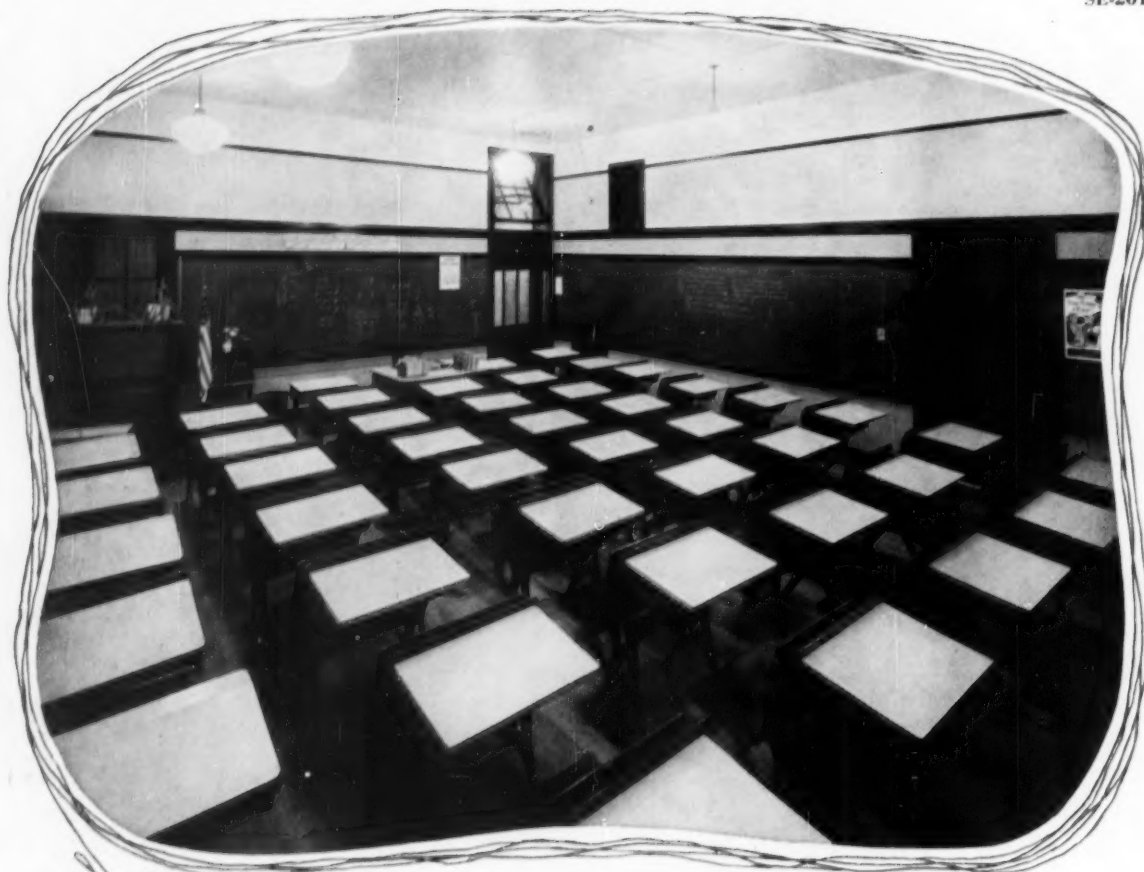


DECEMBER 1955

The School Executive



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The School Executive

DECEMBER, 1955

VOLUME 75

NUMBER 4

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Preview of January

The January *School Executive*, our special reference issue, will be devoted to a review of school administration for the year 1955. The manuscripts are in hand; and I am sure you will agree with me, when you see them in print, that they constitute an unusually fine analysis and review of school administration in 1955.

Of course the list of authors guarantees the authoritative-ness and keen selection and analysis of the materials presented. Indeed, full credit for the issue is due those who so unselfishly prepared the articles.

We are proud to present the issue. It should be of value to every school administrator. For graduate students preparing themselves as school administrators, the issue is a must. We believe, too, that the issue has real historical significance for the school administrators of the future.

Sincerely,

Walter D. Cocking, editor

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AS I SEE IT

by Helen W. Gekker

The Accomplishments of the Past Decade

THE TEN-YEAR PERIOD from the close of World War II to the present time has been marked with many happenings and accomplishments of importance to schools. It may well be that these happenings have been as important for what they portend as for their immediate significance.

One of the major happenings of this period has been the lay citizens' rediscovery of their schools. After many years of apparent indifference, citizens throughout the nation suddenly evidenced an alert and growing interest in their schools. Undoubtedly many factors stimulated this renewed interest: increasing enrollments; general insecurity; mounting criticisms voiced in books, newspapers and magazines; the formation and work of the National Citizens Commission for the Public Schools; various state committees and thousands of local committees. As 1955 draws to a close, it is possible to conclude that greater citizen interest in schools is expressed today than in any other period of our history.

The postwar period saw a tremendous rise in elementary school enrollments resulting from the sharp increase of births during and following the war. Over seven and a half million more pupils were attending elementary schools in 1955 than in 1945. In the early years of the decade, secondary school enrollments decreased due to the decline of births during the depression years. But in the last several years, secondary schools began to feel the effects of the baby boom of the forties.

THE RISE IN ENROLLMENTS has brought the demand for many more qualified teachers. There has also been a struggle to retain the good teachers. Competition for good people in every vocational field has made it increasingly difficult for the schools to recruit potentially competent young people for teaching and to retain good teachers. The battle goes on. In 1955, an adequate supply of qualified teachers was one of our greatest needs.

The emphasis on the curriculum, during the decade, was readjustment. Or it might be called readjustment in degree rather than in kind. Greater consideration was given to securing effective results in the fundamentals. New emphasis was given to citizenship training and moral and spiritual values. Adult education grew rapidly; in 1955 approximately 35 million adults were in some form of organized educational program. Business and

industry were showing a keen interest in the schools' programs. Some preparation was being given in a majority of the schools in understanding of the economic life of the communities. Audio and visual aids were used more frequently and more effectively.

The period from 1945-55 will be known as the great school building decade. For many years prior to 1945 little school construction had occurred; hence a backlog of needed facilities. Then the vast increase of school enrollments; the result—a long overdue program of school construction. During the ten-year period, between 40,000 and 50,000 new buildings were constructed.

THE DECADE was a period of inflation. The dollar bought less. Schools needed many new things, from pencils to teachers and buildings. Hence many more dollars were required. The nation's productivity reached higher and higher levels. The issue became (and still is): can adequate money for schools be secured? The money was potentially available; people seemed to be willing; but could an archaic tax structure be tinkered in such a way that needed money would be available?

One of the most significant achievements of the decade was the nationwide study for improvement of school administration. Sponsored by the leading organizations concerned with school administration and financed by the Kellogg Foundation, this study involved all phases of administration. The conclusions from the study already are having a profound effect on the preparation of school administrators.

Many other important happenings occurred in the past decade, such as the Supreme Court decision requiring desegregation in schools and the growth and increased influence of professional organizations. But at least one more must be mentioned. These years saw a marked swing in school administration from the one-man type of organization, in which the "chief" made all the decisions and saw that they were carried out, to a team approach whereby all who were concerned were involved in the planning, decisions and resulting action. School administrators, more and more, were becoming educational leaders who were using the methods of free men in a free society to conduct the schools. It could well be that this trend was the most important accomplishment of the past decade.

From the files of Johnson's Wax
Floor Consultant Service



The case of the floor where elephants dance

Memphis Municipal Exhibition Hall's
unusual floor care problem is happily solved by Johnson's
free Floor Consultant Service.



You'd never guess that the Exhibition Hall, left, is actually used to house elephants and other animals when the Shrine Circus comes to Memphis. Also there are ice shows with brine leak problems, auto shows and all manner of conventions and displays to make this floor a strange case of unusual abuse.



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"For two years, the *Municipal Auditorium* has been using *Heavy Duty Hard-Gloss* on the asphalt tile in our Exhibition Hall. This product has been very satisfactory. We would not think of changing. Besides, it gives an extra, highly desirable polish. It has been economical to use and saves us hours of labor, saves costs in buying cleaning materials and other polishes that require buffing."

(signed) Chauncey Barbour

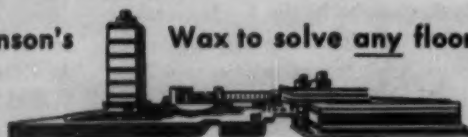
In addition, Mr. Barbour's maintenance staff uses Johnson's *Traffic-Cote* to seal floors, *Liquid Traffic Wax* for wood waxing, and Johnson's *Beautiflor* for wood cleaning and waxing.

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KEYNOTES

comments on the educational scene

What next?

THE WHITE HOUSE Conference on Education is about to become history. During the past twelve months, thousands of meetings have been held where millions of citizens and educators have discussed the present status of education, its problems and needs, and ways of meeting them. These meetings have been held in many local communities and in every state and territory. The culminating meeting is, of course, the national conference in Washington, attended by more than 2,000 delegates.

Although these meetings have resulted in a more intelligent America with respect to the needs of schools, this is not enough. Programs of action are required at local, state and federal levels. These programs must be beat out upon the background of the meetings of the past year.

This is now the job of citizens everywhere. A new series of meetings must be held to agree on such programs and determine how to get them into action. Every local community should plan now for such meetings to be held during the next year.

Again state meetings should be held to consolidate the community meetings. Then another national conference is required to crystallize a national program and to agree upon a time schedule of procedure. The job is not done. Indeed, it has scarcely begun.

The best is not too much!

A GREAT DEBATE is raging. Simply stated, shall we attempt to meet the ever increasing demands on the schools adequately, or shall we establish priorities of things which need to be done and then proceed as we are able to satisfy them?

THE SCHOOL EXECUTIVE believes that America is able and that the vast majority of its citizens are willing to do what is necessary to provide adequate educational opportunity for all who can benefit, and do it without delay. Such a program will take a lot of doing in terms of money, intelligent planning, human resources.

We also believe adequate educational opportunity is the best insurance the nation can provide against an uncertain future. We believe that the days ahead are fraught with vast opportunity. Any other course is unthinkable.

Exceptional education for all

EVERY CONFERENCE, WORKSHOP, and educational discussion that I have attended in 1955 has devoted some time to the exceptional child.

Legislation has been promoted in New York and other states to take care of custodial learning cases. Much money is being spent by a leading foundation to explore the problem of educating the gifted.

More money each year is being appropriated by local

boards of education and state legislatures for the education of the handicapped. When all of the figures are added up for these exceptional children, I begin to wonder if the average child isn't fast becoming the exceptional one.

For over one hundred years now the teaching profession has been pursuing the ways and means of developing a curriculum program to reach each child.

Some of the finest educational programs today are found in the curriculum guides and classrooms of teachers for the handicapped. Here, there appears to be recognition of the individual differences among these children.

In classes for the average child, however, the emphasis is still on mass education. Teachers and principals indicate that their greatest problem is taking care of the upper and lower quartiles of their group. Suggestions that classes be divided into homogeneous groups, or mechanically separated in some other way, are given as solutions to the problem of the range of individual differences.

May I suggest that this paradox be partially resolved by encouraging teachers of special education to demonstrate their techniques and successes with the exceptional child before other teachers. In this way, perhaps attention can be called to that exceptional group of children in the middle of the distribution between the 90th and the 110th I.Q. points now known as the average child.

PAUL A. MILLER

*Superintendent of Schools
Syracuse, New York*

More scholarships for able youth

THE PAST MONTHS have witnessed announcement after announcement of provisions of grants for scholarships available to youth. These evidence the faith of individuals and corporations in the value of education. They also demonstrate faith in the future of our way of life, and indicate the donors' belief that no worthy and capable person should be denied educational opportunity for lack of money.

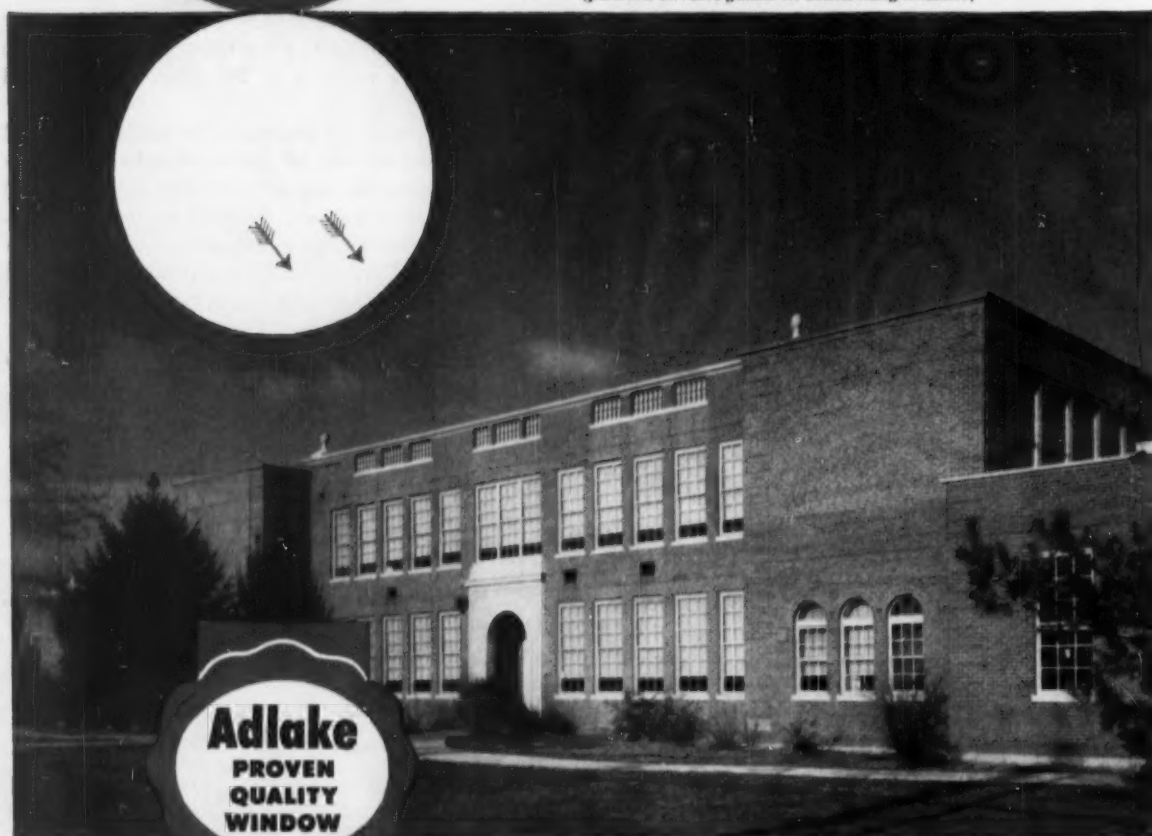
Ayer, Proctor, Simpson

THREE LEADERS in the professional preparation of school administrators were taken from our midst in recent months by the unexorable arms of death: Fred Ayer of the University of Texas, A. M. Proctor of Duke University, and Alfred M. Simpson of Harvard.

These men contributed much to better school administration through their teaching, research, field services and writings. Their intensity of interest, inexhaustible energy and sound judgments contributed mightily to a better profession—an inspiration to all of us.

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School planning in Detroit

"Cork Town," a section of Detroit's lower west side, is profiting from the cooperative planning of the school board and officials of the municipal government. The Daniel Webster School, built in 1874 and still in use, will be torn down at the end of the school year and replaced by a million-dollar school. The new building is part of Detroit leaders' overall city planning for community improvement.

Favors single-story schools

In an address at the Association of School Business Officials Convention in Chicago, Harold N. West, secretary and business manager of the Long Branch, New Jersey, schools, spoke in favor of single-story schools. He reported that in areas where site cost is not a major factor, single-story schools are "more economical" than multi-story structures. Mr. West pointed to reduced costs for foundations, structural framework, and wall sheathing and, when necessary, alterations and additions to buildings. For these reasons, and safety factors, he added, "architects, school boards and taxpayers are tending rapidly toward the one-story school."

Open house for parents

Parents of children attending the new Hearn Elementary School in Bryan, Texas, were recently invited to visit the school and see the outstanding features their school taxes provided. The superintendent and board of education were hosts at the open house at which parents inspected the provisions for learning, safety and comfort of their children.

Up in 21 days

Edgelea School in Lafayette, Indiana, was finished in 21 working days after the foundation was completed. The eight-classroom building is a "pre-fab" built by National Homes, Inc. The building has four two-room units, each room being 26 by 34 feet. The two-room units

What Can Educators Contribute to School Planning?

What understandings and competencies should educators bring to the educational planning of new school buildings?

They should understand the significance of education in American life, the characteristics of the pupils to be served, the community's expectations of the school and its graduates, and the types of instructional programs most likely to help pupils achieve these expectations and their own best ambitions in terms of their capacities.

They should be able to stimulate and organize participation by staff, parents, pupils and citizens in clarifying the purposes the plant is to serve; to see the relationship between physical facilities and educational activities; and to work intelligently and imaginatively with the architect in designing a suitable solution to a particular problem.

—John H. Fischer

Superintendent of Schools, Baltimore

Educators who are responsible for planning new school buildings should have in mind a sound educational philosophy which can be translated into pupil activities and space requirements which are essential in the operation of a good school program. Such a philosophy should be so clearly defined that clear-cut decisions can be made within its limits. The educator also should have an understanding of certain generally accepted design criteria, such as health and safety of children, educational adequacy and economy. Further, the educator should have a clear idea of the channels of communication within the school system, be capable of developing efficient methods for reaching decisions on the basis of needs of the educational program, and be able to maintain a spirit of cooperation among school staff members and architects.

The educator with these understandings and competencies can formulate such a clear statement of the requirements of the educational program that architects and contractors can translate these objectives into physical facilities which will serve effectively the pupils, teachers and citizens of the community.

—Graham R. Miller

Assistant Superintendent, Denver Public Schools

have separate heating facilities and washroom.

Guide to flexible interiors

Flexibility in the Coordinated Classroom, a reference guide published by the E. F. Hauserman Co., 7507 Grant Avenue, Cleveland 5, Ohio, describes how to achieve interior flexibility through the use of movable steel partitions in schools.

Machine plastering guide

A new booklet briefly describes the advantages of machine plastering. Reference is made to economy, speed, fire safety and sound conditioning. Copies may be obtained by writing for folder PA-29, to Zonolite Company, 125 S. LaSalle Street, Chicago.

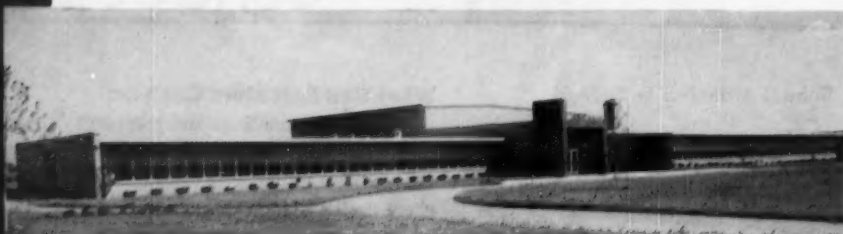
Protected patios



Balch, Bryan, Perkins, Hutchason, architects

New 600-pupil elementary school in Palmdale, in California's Mojave Desert, will have enclosed outdoor patios embodying the hacienda plan found in the early California homes of the Spanish dons. Clustered units so arranged will protect the children when outdoors from desert winds.

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the Best
Better**



LARAWAY ELEMENTARY SCHOOL, JOLIET, ILLINOIS



Mississippi Pattern Provides Maximum Distribution of Daylight in Modern School

Architect: Kruegel and Wilkins

Glazing: Porter Glass Company

While the quality of north light is generally regarded as the best obtainable, Mississippi's $\frac{1}{8}$ " Pentecor, set with prisms horizontal and toward the inside, makes the best even better in the north elevation of the Laraway School where, it is installed in the upper lights. For Pentecor achieves maximum distribution of daylight at moderate cost . . . floods rooms with softened, undistorted natural light. To obtain similar beneficial daylighting on the south side of the school, that elevation was glazed with Pentecor, with glare reducing finish on the pattern side only, and set with prisms horizontal and toward the inside. Thus, sun glare from that direction has been minimized. Sharp shadows have been reduced . . . the quality of daylighting has been improved.

The architect is well pleased with the results of this installation which utilizes a technique widely favored for school glazing. Pentecor so installed, provides plenty of high level illumination that protects precious young eyes from fatigue . . . helps students see better, work better, feel better.

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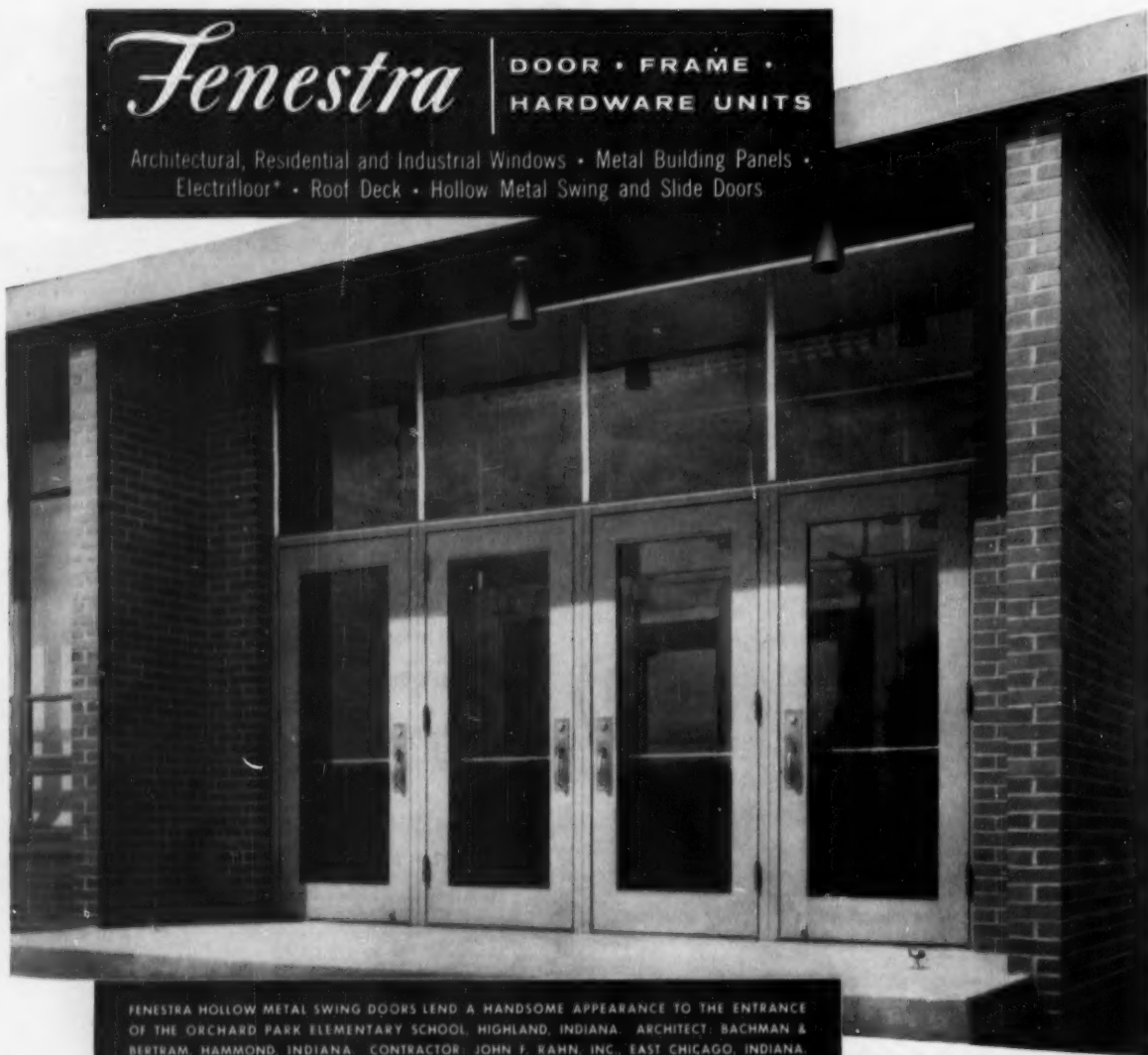
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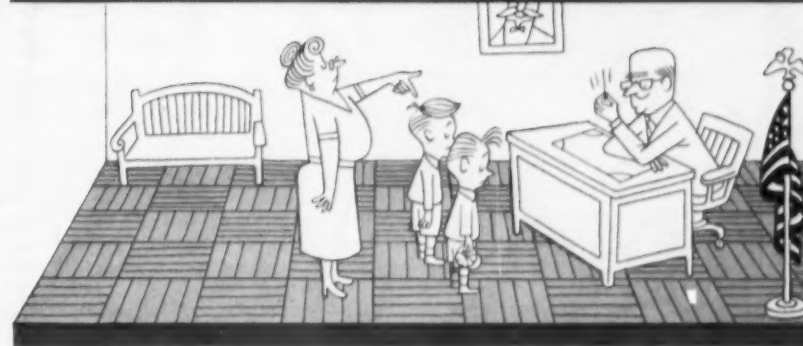
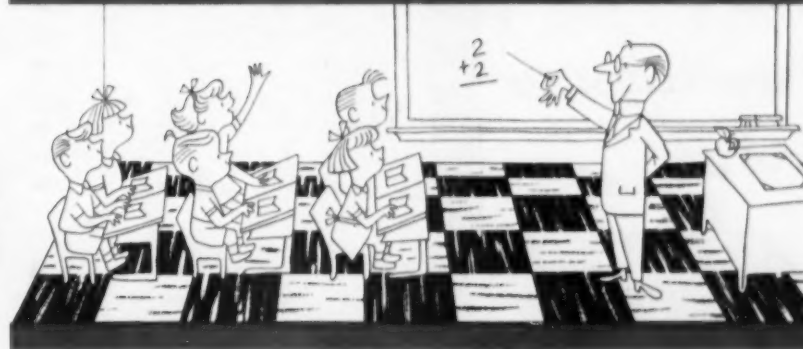
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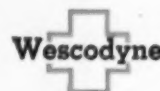
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OUR SCHOOLS

what the citizen wants to know about education

The Modern School's Community Role

by WALTER K. BEGGS

Administrator, Nebraska Community
Education Project

Teachers College, University of Nebraska
Lincoln



Public education in the United States is inevitably tied to the democratic process. Our school system was created to make democracy work, and democracy to our forefathers was the process of ironing out their own problems, community by community, using the resources immediately at hand. This was done in a climate of face to face relationships, in town meetings, in husking bees, in literary societies in the local school.

And, as Dick Poston points out in his *Democracy Is You*, "Social science was in the act of living. Cooperation and group discussion, civic responsibility and community pride did not have to be taught. They were a part of life." It was in this atmosphere that the great American traditions were born and nurtured into the broad principles of a democratic society. Education was at the center of the process, and strong communities were its product.

The prevailing question at present is how much of it have we lost; and if lost how to regain it within the structure of modern industrialized culture. Opinions differ. The only thing of which we can be completely sure is that the cultural setting for democracy in mid-twentieth century America is quite different from the setting of the nineteenth century.

But all in all it is a better setting. Certainly the material resources are better. The health of the people has been greatly improved, and the

prospects for increasing improvement are bright. The productive capacity of the industrial machine is vastly superior. Gross national product and income are much greater and both are much better distributed.

And the potential of the educational system is infinitely better, if for no other reason than at long last a nation has built a superstructure of schools that opens its doors to all children and youth and will shortly, if present trends continue, present similar opportunity to all adults who care to take advantage of its offerings.

In fact, the American people now have it within their power to combine their great democratic tradition with the industrial miracle they have created, and produce a civilization that at the moment defies our vocabulary, because we have no precedent within which to describe it. The American people can do this if —

We leave the sentence in mid-air for two reasons. First, because we are not going to say what is generally said at this point; that we can produce such a civilization barring general war or a disastrous economic depression. The threat of such disasters may well be the impetus which will force us to use our ingenuity to improve people rather than to destroy them. And second, the "if" implies that the climate which originally produced our democratic tradition must be re-designed for the modern setting.

The greatest lesson we can learn from our

frontier experience as a nation is that while our great cultural principles were verbalized, evaluated and refined at the top, they were hammered out and given substance in thousands of local frontier communities. Or, as some writers are fond of putting it, they welled up from the grass roots, rather than being fed.

The frontiersmen had a vision of the kind of communities they wanted to develop. They assumed that the composite of their communities would make a great nation, and they assumed correctly because that is exactly what happened. What they did not take into consideration was that in the developing of a great nation with a rugged base of strong local communities, their progress, unless carefully planned and controlled, might eventually erode the local foundation of their structure.

Frontier left work for the present to finish

Somehow, as change was piled upon change and life in every aspect was accelerated, methods got mixed up with goals, and it became difficult to determine which were ends and which were means. So the frontier era of our national existence was never quite able to completely spell out its dream. That remains for the present and subsequent generations to do.

Let us go back now to the base assumption of the American dream; that strong communities build strong personalities, or if it is preferred; that the building of strong personalities requires a strong community base. Let us place this thesis in the mid-twentieth century setting and have a careful look at its implications.

It still implies that community in one form or another is the highest representation of man's endeavors, and it still means that the best community is the one that achieves the best coordination of all its resources toward the achievement of well-defined goals which have a reasonable degree of acceptance by the people who live in the community.

Localities must face own needs

But it implies yet another and more important consideration—the belief that a community of American citizens has within itself the elements of judgment and leadership, or at least the potential to produce the judgment and leadership to recognize its needs, and to solve the problems involved in doing so. Similarly, the belief is implied that the community has within itself the agencies and the power to create civic and social and moral patterns of its own choosing which are suitable to its needs.

Hence the formula reads something like this:

the democratic process is based in the local face-to-face relationships of people as they go about their daily lives. It expresses itself in the way they see their needs, in the values they hold for themselves, in the kind of organizations they build, and the agencies they create to satisfy their needs. And it expresses itself most significantly in the way resources are assessed and used in this creative endeavor.

Ideas from "outside" face modern community

It is at this point that the modern community faces an entirely different set of problems than its counterpart of the frontier era. During the formative period many communities were isolated on the frontier, and most of them were relatively isolated regardless of their location. They had to depend on immediate resources. They were forced to make their own decisions.

Now, not only goods, but many services, and even philosophies and opinions are prefabricated outside of and apart from local considerations, and are piped into the community ready made. This is the element in our present set-up that has begun to gnaw away the local base of our culture. The prefabrication and the piping in are not dangerous in themselves, they become a threat only when communities accept them "sight unseen" and give away their decision-making prerogative in exchange for them.

Schools improve local democratic foundations

However, if communities can learn to assess such outside resources, see them as supplements to strengthen local assets, and use them to meet the needs of the community, then they are controlling the process and not being controlled by it. But this procedure is no easy task. It requires hard work and imagination and inventiveness of a high order. And most of all it requires a marshalling ground—an atmosphere where the major consideration is the continuous process of improving the local foundation of democracy.

The schools of this nation are inevitably tied to the democratic process. They were created as its marshalling ground, and must continue to serve in that capacity. Their function, however, must broaden and deepen. While they have always offered the first formal learning experiences to children, and have served as the link between knowledge and culture of the past and present reality, they must now serve as the link between present reality and future possibility.

No longer can they be considered only as places where children and youth learn in formally-organized classes that teach only formally-organized subject matter. Their function now is to become a

working coordination of the community's educational ventures of all kinds, and to project these into the future community that lies hidden within the ability and the inventiveness and the imagination of the people who comprise the one that presently exists.

Local life forms curriculum core

The clientele of the modern school must be the people of the community—all of them if they so desire. The core of the curriculum must become life as it is lived in the community and as it is related to the great society within which it functions. Organized subject matter must be mastered as it relates to life.

The staff of the school—administrators and teachers—must join with their fellow citizens in the community—children, youth and adults—and become actively involved at whatever level and in whatever capacity they can best serve, in the

process of studying community needs, of defining them, and translating them into goals to be reached. They must be involved also in the study and best use of known resources, and in the search for new resources. They must catch the vision of what the community might be like and hold that dream always before them as the great goal.

The schools may well serve as the community repository for carefully-collected and catalogued data about the community and life in it. Such data must be collected and catalogued as carefully as the subject matter that presently reposes in the textbooks and the libraries of the schools—indeed such data should become the basic stuff of curriculum building, and we can envision the day when it will become the heart of the curriculum to be supplemented by the lore of the ancients and the wisdom of the sages of the past. This is the direction American democracy is capable of taking, and must take if it is to survive.

Teachers' Salaries and the Cost of Living

by HAROLD F. CLARK

*Economic Analyst,
Teachers College, Columbia University*

The index of the real wages of teachers showed a very slight rise in the month of October. The average dollar salary of teachers was approximately stable during the month. There were some scattered salary increases that did not take effect until October.

The cost of living of teachers has remained relatively stable. There has been, and still is, a slight upward pressure upon the cost of some of the items that teachers buy. On the average, however, the expectation is that prices will remain about where they are now for the next few weeks.

Two items of teachers expenses will probably show fairly steady upward movement for sometime in the future. One of these is the cost of education itself. This has not adjusted as yet to the high price level brought about by the war. There are several reasons to assume that the cost of schooling will continue to advance until it equals the rise of other prices. This will necessitate a further rise of substantial proportions.

In addition, it is doubtful if housing as paid for by teachers has reflected the full increase in higher building costs. A large part of the teaching population rents rooms or apartments during the school year. Many of these are in buildings

constructed before 1940.

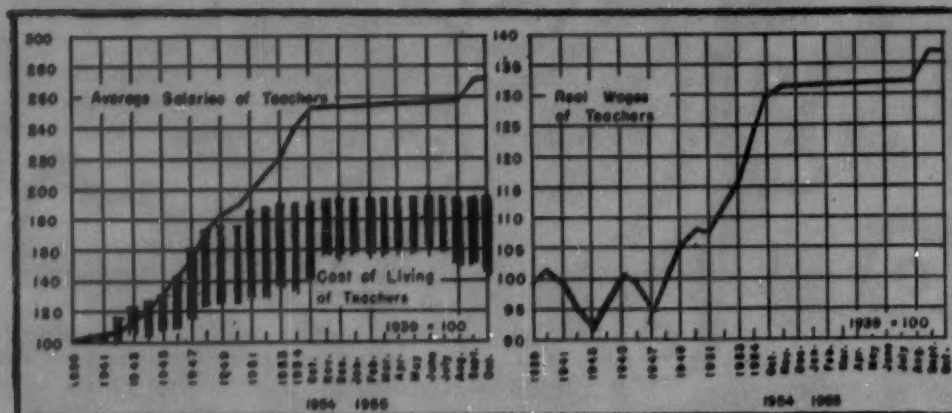
Because of rent control, and for a long series of other reasons, these rents have not tended to reflect the full increase of the cost of new buildings. As the older buildings are replaced by newer buildings with their very much higher cost, the rent that teachers pay must be necessarily raised. The net result of all factors is likely to be some further rise in the cost of living.

Worker's wages rise faster than teacher's

The wages and salaries of workers as a whole increased faster than did the salaries of teachers. It is important to keep in mind that the relative salary is the one that has the great effect upon the available supply of personnel.

Increasingly today, many occupations are building up various retirement provisions over and above the basic social security arrangements. Theoretically, teachers have been in one of the more favored positions from the standpoint of retirement pay.

In a large fraction of situations, the teachers can look forward to retirement pay equal to a very substantial fraction of the pay during the working period. If social security payments are put under other teacher-retirement provisions, teachers probably could remain in a relatively favored position from the retirement standpoint. If, on the other hand, teachers rely almost entirely upon social security, then they will have just



The index of teachers' real wages rose slightly during October. Although the price of some items has risen, the cost of living has remained fairly stable, with expectations for more of the same.

the average situation which is available to most other occupations.

Retirement provisions are probably not of any great importance in recruiting people into an occupation such as teaching. On the other hand, good retirement provisions might well get more people to return to the occupation at a later age and perhaps hold others there who might otherwise leave.

The underlying economics of all retirement plans undoubtedly call for re-examination. The change in life expectancy figures has affected retirement. Teaching is a relatively favored occupation from the standpoint of life expectancy.

Life expectancy continues rising

The average teacher at the age of 60 can expect to live almost another 20 years, and this figure will undoubtedly rise. It is possible that within a generation the average life expectancy of the teacher at 60 will be fully 25 more years. It is obviously impossible to set up any kind of economic scheme that would provide an adequate pension for people by the time they are 60, or even 65, if they are going to live another 20 years.

If you took 25 percent of the teacher's salary every year from ages 22 to 65, you would still not have enough income to live on a satisfactory retirement if the person has a life expectancy of another 20 years.

It is obviously impossible to deduct 21 percent of the teacher's salary for income taxes and 25 percent for retirement. This would leave the teacher only a little over half of her pay. Clearly,

the economics in the picture have gone wrong some place.

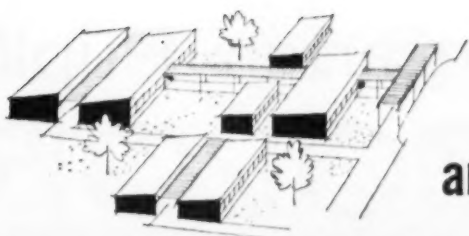
The only possible way out of the difficulty would seem to be a rethinking of the retirement age. Teachers cannot be expected to save enough out of their present salaries to provide for adequate income for twenty years after retirement age. No one has yet suggested that they expect the community to raise the salary to a point where this would be possible.

The fundamental economic issue here is clear. One way or the other, whether teachers save out of their own salaries or whether it is saved for them in the form of social security, the economic effect and problems remain exactly the same. The fundamental difficulty is that there comes a limit to the fringe benefits you can tack on or take away from the wages of people. Clearly, we are at that point in this problem in the light of any information that we now have.

There must be a method by which the teacher a year after retirement can do something to relieve the teacher shortage and at the same time actually earn a substantial addition to his income. This would make it possible for him to have reasonably adequate income without a hopeless burden upon his earlier salary.

This entire problem of retirement income is so intimately connected with salary paid through the teacher's life that it must become a part of any salary discussion. Every community in the land should begin a careful study of the resources available in the retired part of the population to see what they can do to help in the education of the younger generation.

Next Month: The People and School Administration in 1955—B. P. Brodinsky
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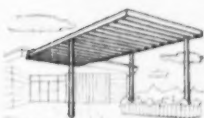


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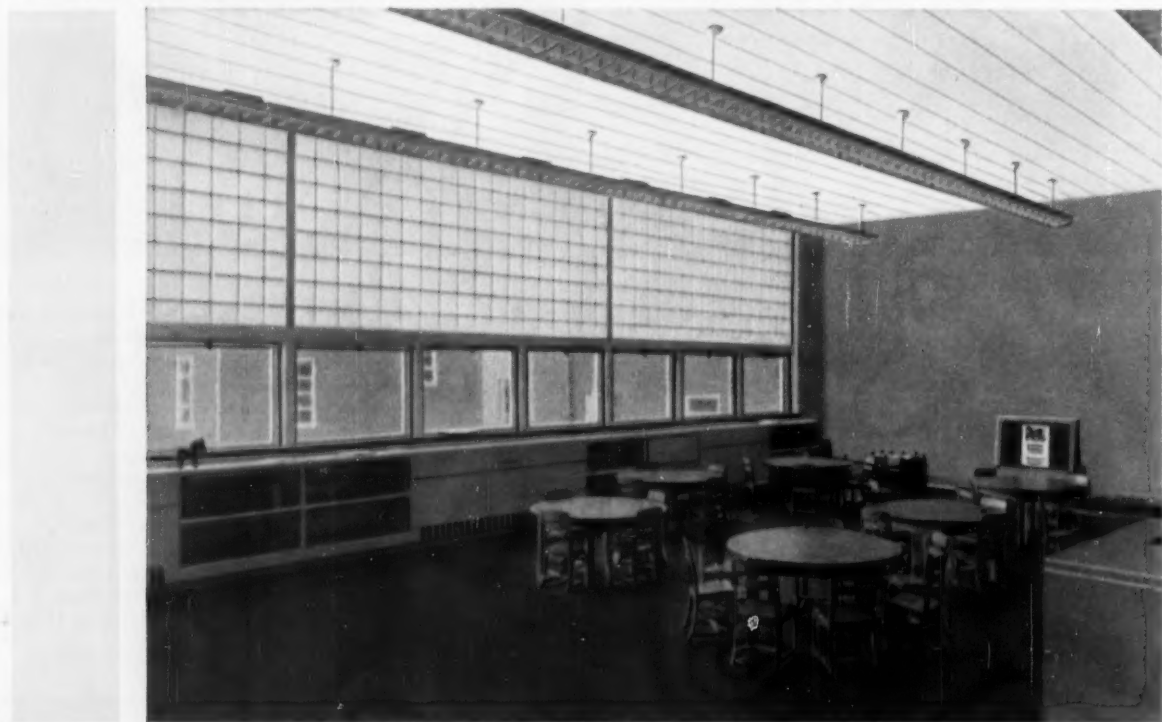
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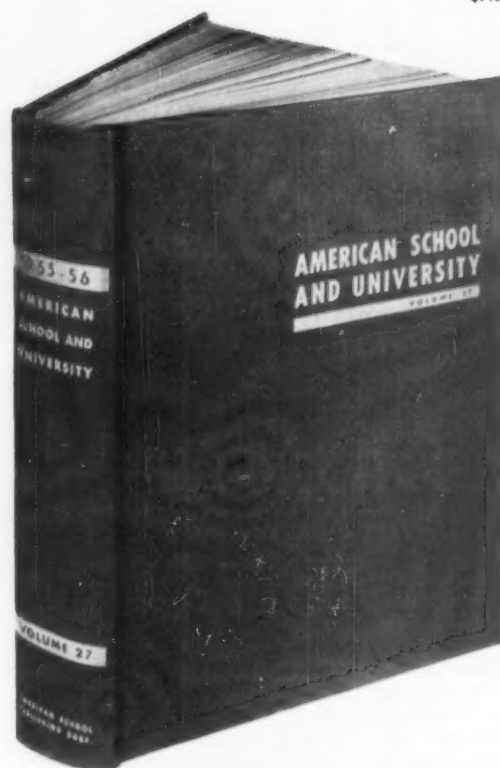
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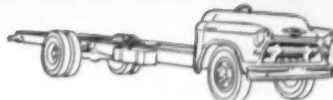


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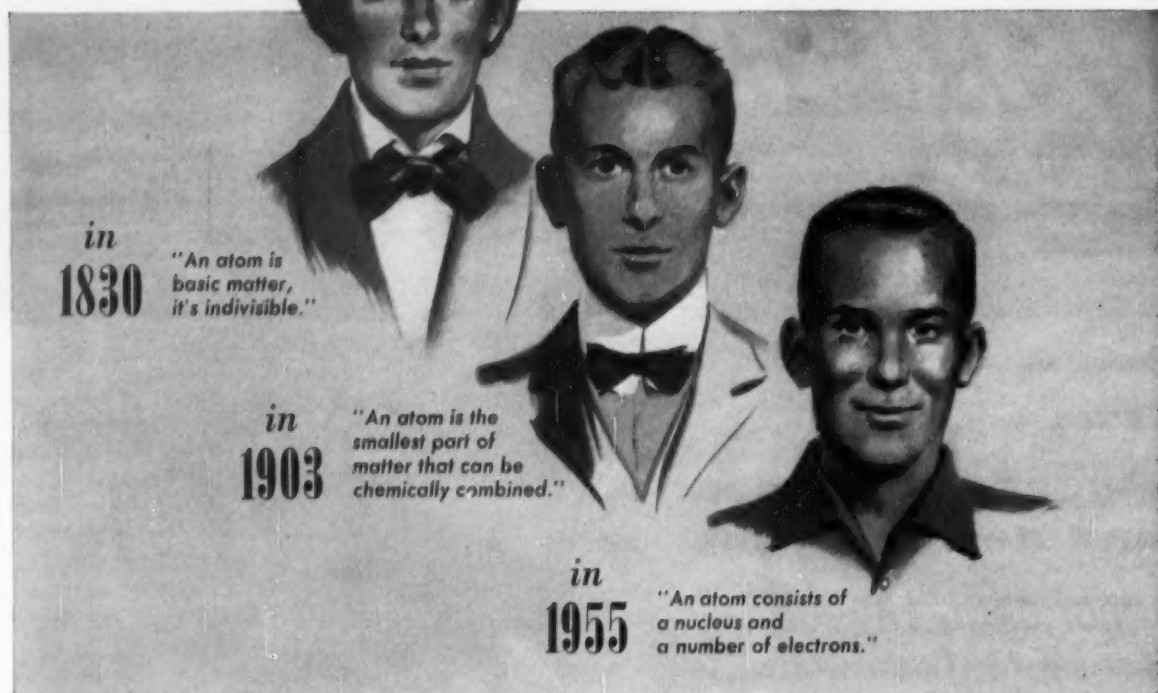
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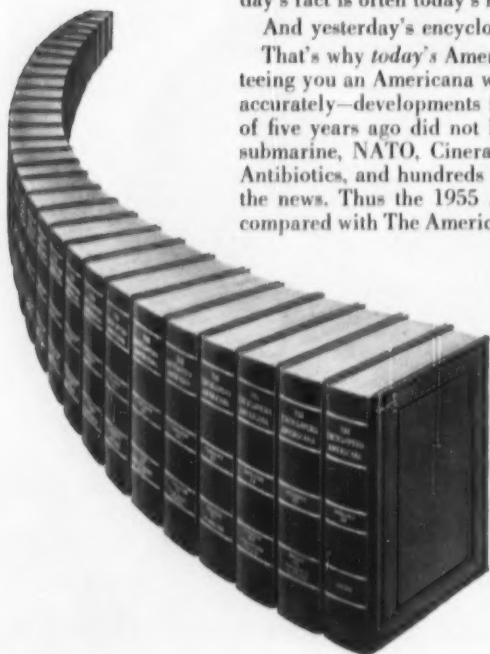


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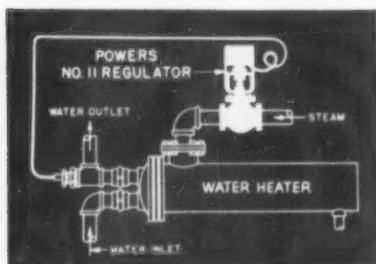


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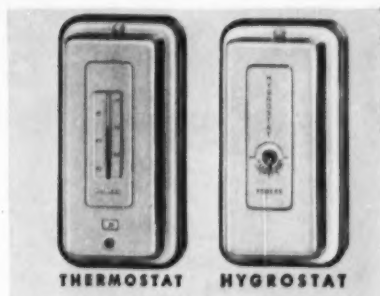


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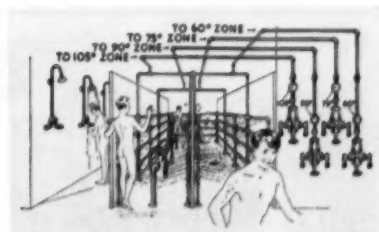
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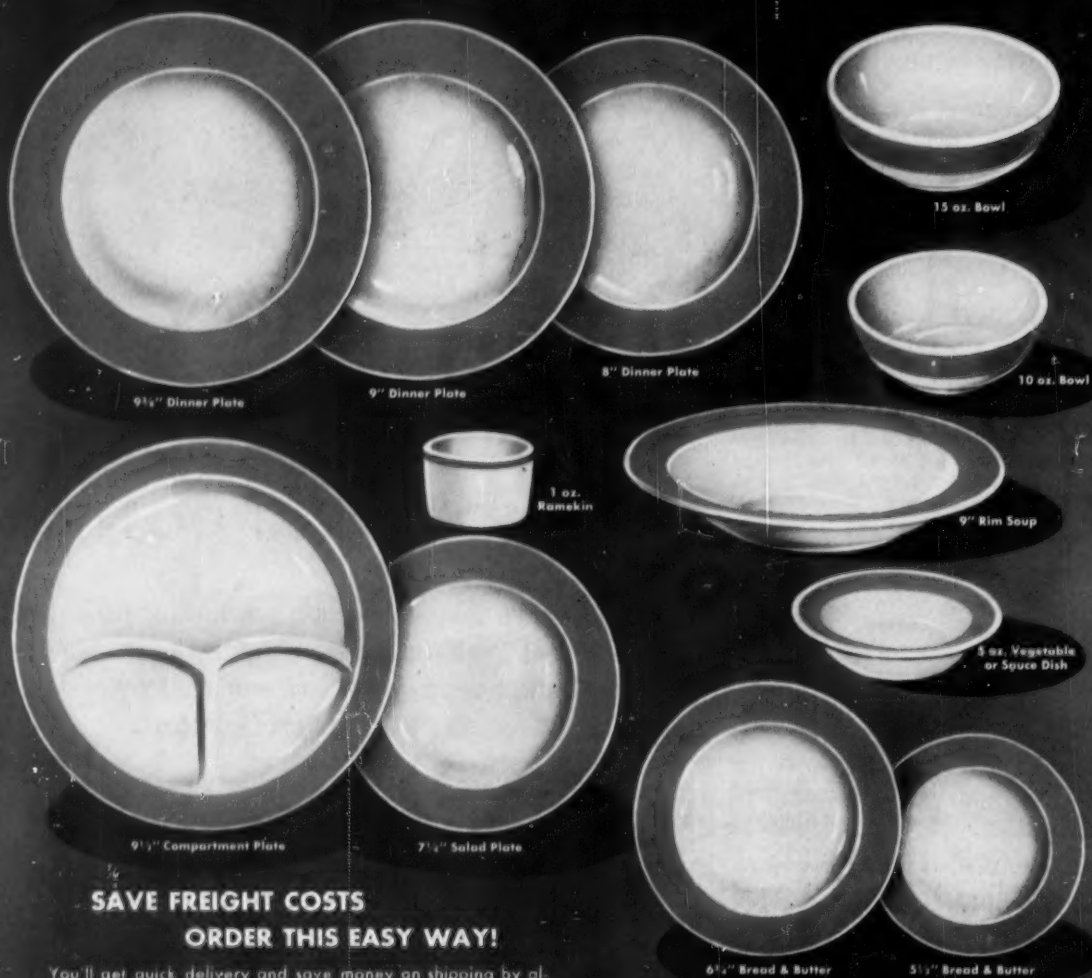


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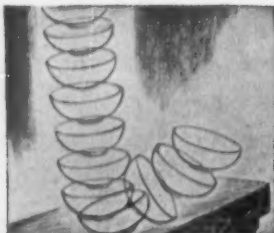


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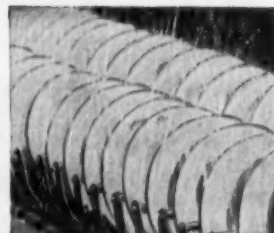
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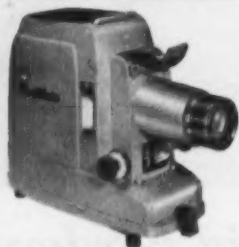
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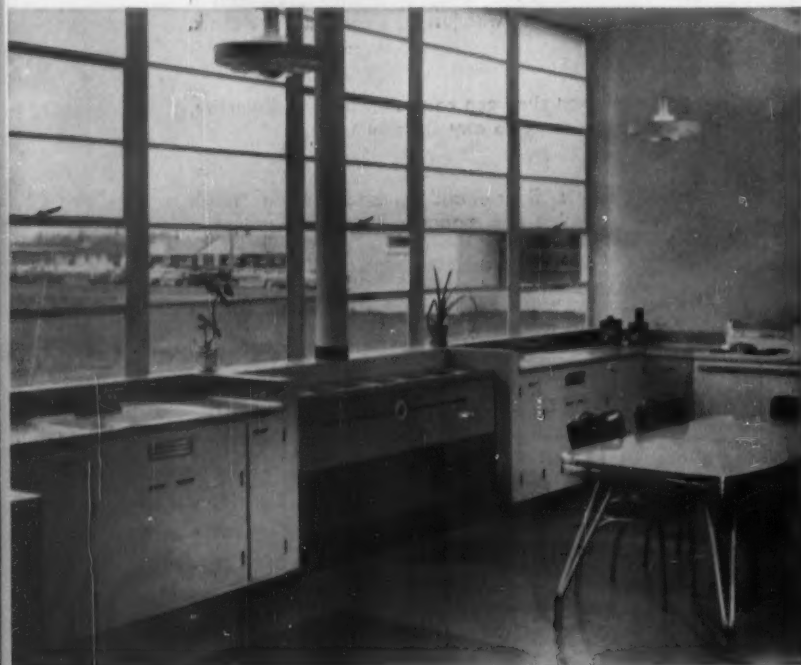
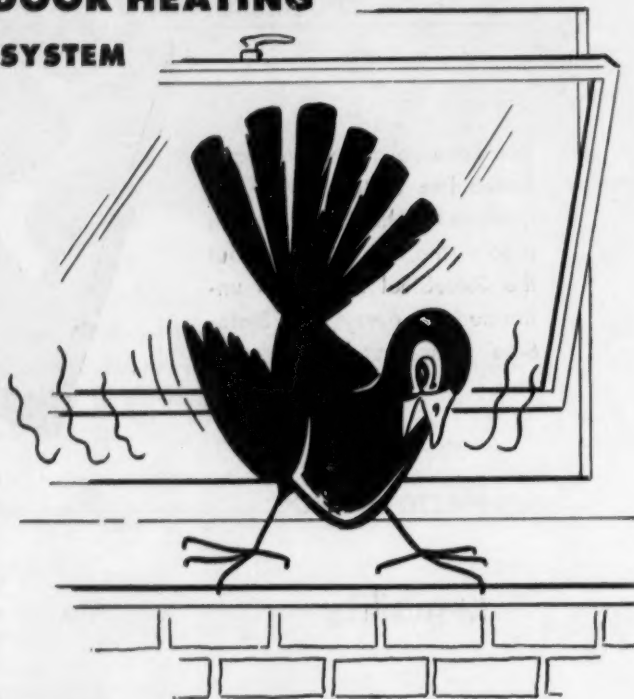
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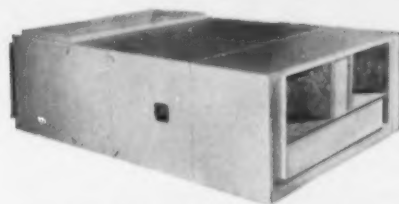
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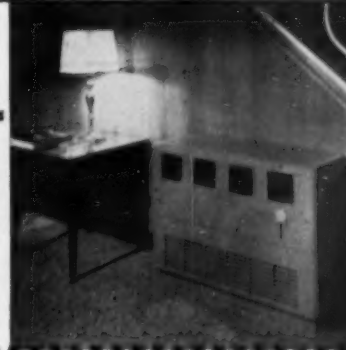


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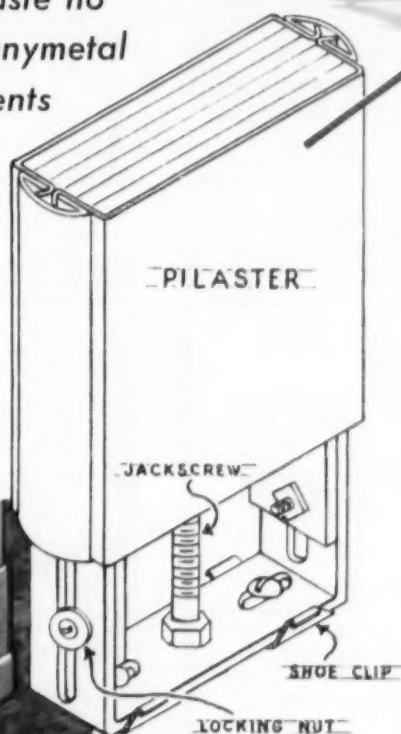
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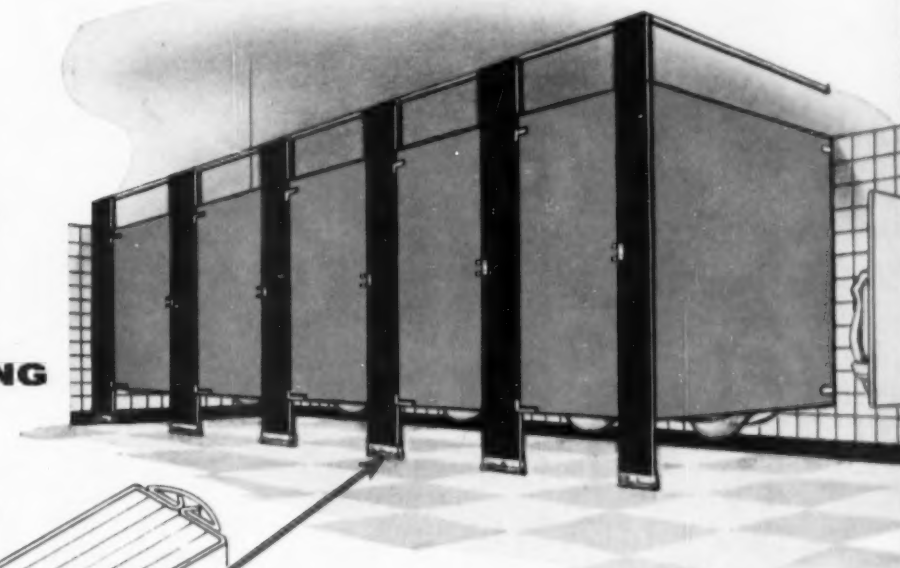
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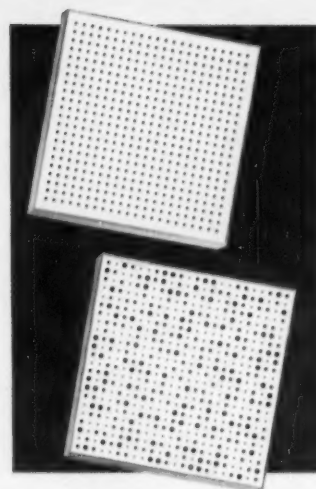
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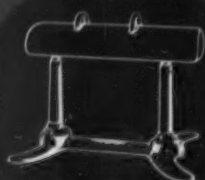
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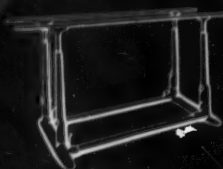
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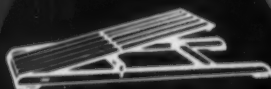
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Twisting Belt

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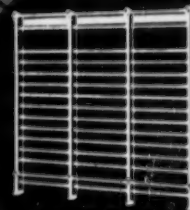
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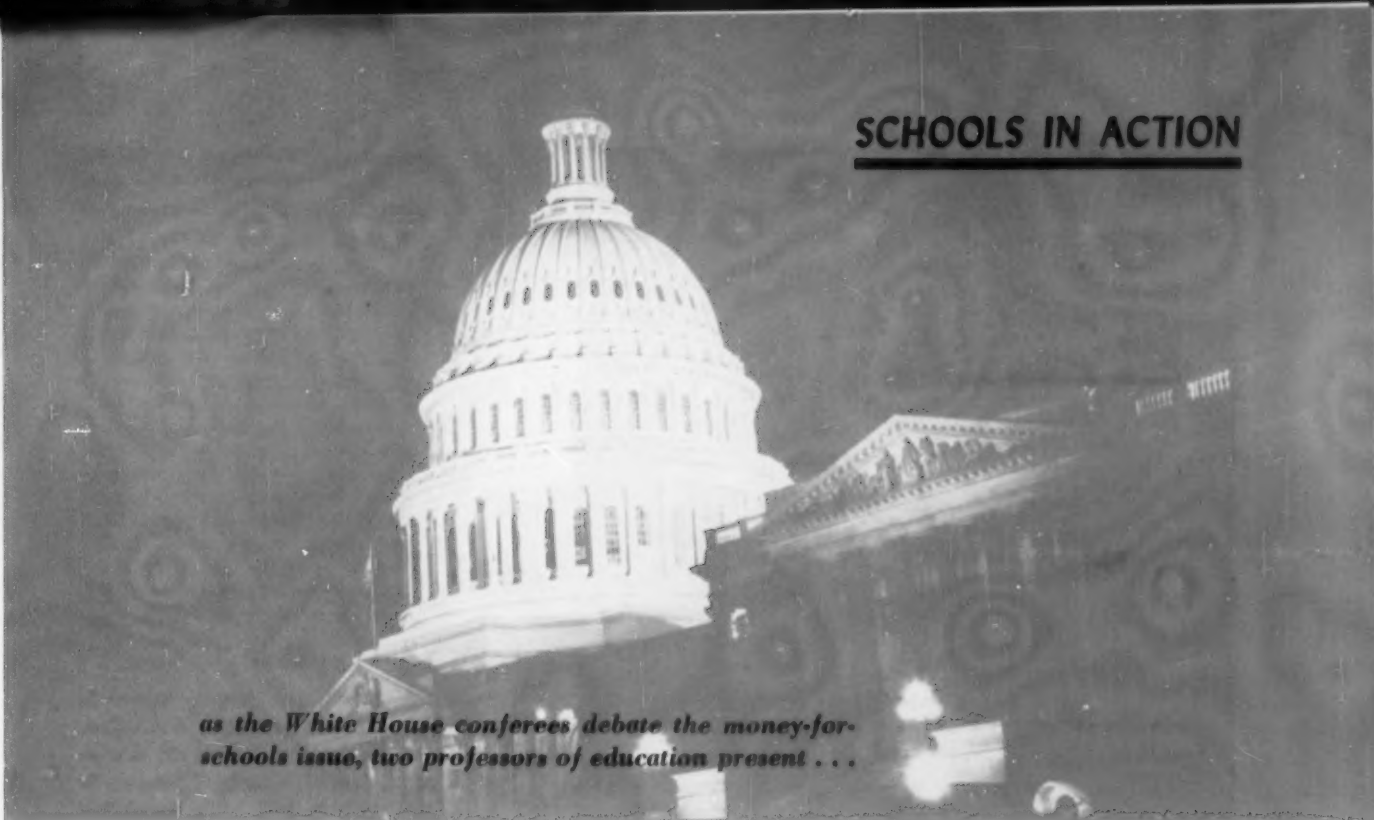
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SCHOOLS IN ACTION

as the White House conferees debate the money-for-schools issue, two professors of education present . . .

The Case for Federal Support

by W. W. CARPENTER
and A. G. CAPPS

This article is based on a compilation of *Readings Relating to Education and the Perpetuation of Democracy* submitted to Senator Lister Hill (D., Ala.) by Dr. Carpenter and Dr. Capps, who are professors of education at the University of Missouri.

FROM THE EARLY DAYS of this nation, when John Adams said, "The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it," the United States has had a tradition of Federal support to public education.

The Federal government has provided land grants for state colleges, common schools, and other types of institutions of learning. Today, when local and state governments are unable to finance necessary programs of education, the Federal government should provide funds to help meet the situation.

Federal aid to education is necessary today not only because the schools need the money, but because

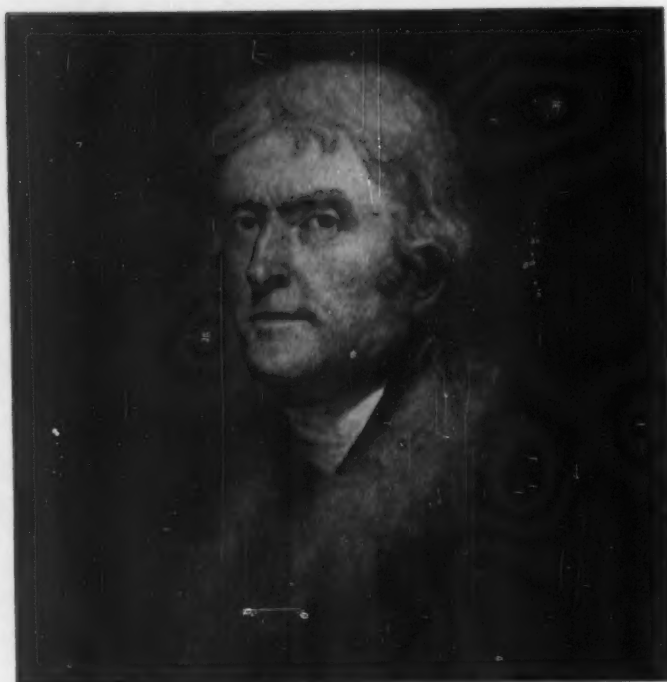
the nation needs educated and skilled citizens to keep its military, technical and economic power.

Strength of the nation

This need for better schools to contribute to national strength is brought out by recent studies, which show that rejections of draftees because of failure to pass the Armed Forces Qualifications Test ranged in 1950-51 from 1.3 per cent in Minnesota to 56 per cent in South Carolina.

It has also been found that the percent of the population 25 years of age or older with less than five years of schooling in 1950 ranged from 3.9 in Iowa to 28.7 in Louisiana.

Chief of Staff of the United States Army General J. Lawton Collins rec-



"If a nation expects to be ignorant and free, it expects what never was and what never will be" . . .

Thomas Jefferson



"The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it" . . .

John Adams

ognized the importance of Federal expenditures for education to military strength in a recent statement:

We have long since learned that the quality of our soldiers depends upon their stature as citizens—their knowledge and understanding of our democracy and the individual responsibilities which its benefits carry—as well as upon their ability to comprehend the technical complexities of modern war. Both stem directly from their educational background. We have found that, in general, the value that these young men and women bring to the Army increases proportionately to the duration of their schooling.

Trained personnel

Like military power, economic strength is important to the nation, and the need for Federal aid to education is made clear by figures available in this field. Our expanding economy requires trained engineers and technicians. Studies indicate that engineering and technical schools in the Soviet Union produce each year a far greater number of graduates than do our schools. Federal aid is needed to help make up this difference in trained personnel.

Another matter of national concern is the provision of adequate vocational education in grades 11-14 for those students who are not preparing for professions. This training is as important for the national welfare as it is to the individual student.

Land-grant colleges

The establishment of the land-grant college came in recognition of the need for persons trained for national service in the stress of the Civil War. The great contribution that these colleges have made to national defense and national security is one of the best reasons why the national government should now extend its support of other valuable professional services provided by these institutions. It should also extend support to all our state universities, many of which are financially unable to train the nation's leaders and technicians as they should be trained for national service.

THE SCHOOL EXECUTIVE

*Religion, morality, and knowledge being
necessary to good Government and the
happiness of mankind, schools and the means
of education shall be forever encouraged.*

Northwest Ordinance of 1787

The individual state that is giving its energy and money to train boys and girls from all over the country for nationwide service should be given financial assistance by the Federal government in recognition of this service.

Another reason for Federal aid to education is the inequality of opportunity that exists in different areas.

Our population does a great deal of moving, and children who must adjust from one school to another may lose time because of unequal conditions.

Unequal opportunities

The pupil who moves from school to school is generally at a disadvantage educationally, and usually the

more moves he makes the slower his progress. The wide differences in the educational opportunities offered in the different states and in the different administrative areas of the same state are, without doubt, largely responsible for the inability of the migrator to progress at the same rate as the pupil who receives all of his education in one administrative area.

This problem is larger than most educators realize. A study made by the authors of rural and town school children and state university students in Missouri revealed that a significantly large number have attended schools in other states. If we take the figures we found in Missouri as typical, we can estimate that more than 12 million of the 30 million school children of the United States have moved from one administrative school area to another at least once. Since most children move more than once, it is estimated that the total number of unit moves will be 21 million, of which 5,500,000 were to administrative areas in other states.

Need continuous census

Because of this constant shifting of population, the country needs a continuous nationwide census service. This would help to equalize educational conditions. A school that is overcrowded one year may have too few pupils the next. Such a census



"The use of public lands and the revenues therefrom for educational purposes (are) for the benefit of the whole nation" . . .

Senator Lister Hill before the Senate Committee.

service would prevent waste of human power.

The health as well as the education of young people is a matter for national concern. Federal funds should be available for health services that should be started before the child enters school. Remedial treatment of defects should be started before school age. There should be educational programs for expectant mothers, and courses in nutrition. These services should be administered through the state departments of education, but the Federal government should assume the cost of providing them.

Traditional policy

This point of view on Federal aid to education was expressed by Senator Lister Hill before a Senate Committee in support of the Oil for Education amendment when he said:

I want to again emphasize that the Oil for Education Amendment proposes no new departure into uncharted seas. It is simply a continuation of one of our oldest and wisest national policies—the use of public lands and the revenues therefrom for educational purposes, for the benefit of the whole nation.

The great resources of our country make possible a large expenditure for education on the national level. The financial need of schools is too big to be met by the individual states. The country needs \$15 billion worth of school buildings in the next five years. The teacher shortage, particularly in such subjects as high school chemistry and mathematics, must be solved.

Keep local control

The Federal government has greater taxing power than states or local communities. Only Federal aid can remedy the present situation. There is no reason to believe that taking money from the Federal government need mean that the local authorities give up their control. On the contrary, the American tradition and practice in the past has been that the Federal government's financial aid to education has worked only for the good of the nation as a whole.

A 20-Year Sampling of Teacher Attitudes

by MARTIN L. SEEGER III

THE ATTITUDE of teachers toward their work and toward the circumstances surrounding that work has been given a good deal of consideration over the years. Various studies have been made in an attempt to come to some understanding of what those attitudes might be and thereby to form some notions as to how they could be improved.

There can be no question but that the attitude of the teacher toward the form and method of supervision and administration under which he functions will have some effect upon his performance as a teacher. The degree to which this influence acts and the means by which it may be modified for the teacher's welfare have been given considerable attention by psychologists and educators.

For example, J. M. Hughes wrote, in *Educational Administration and Supervision*, September, 1941, that:

If attitude is as potent a factor in shaping the character of social and individual act as social psychologists believe it to be, then it would seem that school administration must become more concerned in the future than has been true in the past with taking account when relational problems are being dealt with.

The process of coming to some

definitive knowledge of teacher attitudes has been a slow one; results from such knowledge as has been achieved have been even slower. Compared with other areas in the field of education which have seen much change in the last two or three decades (as, for instance, the curriculum), this element has been a long time coming into recognition. That is not to say that its importance has not been realized for a good many



"Dissatisfied teachers do not give promise of maximum returns"—1926

years. In the June, 1935, issue of the *Journal of Experimental Education*, Barr and Reppen wrote:

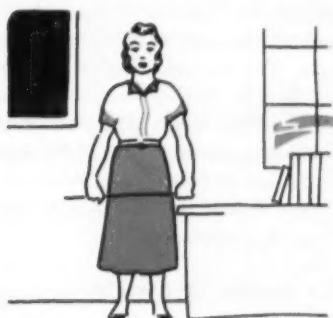
First of all the teacher's attitude will limit in a very real way her progress in learning to teach. It will determine the kinds of modifications that she is willing to attempt in her teaching, the energy with which the changes are pursued, and the learning that takes place.

In his book, *School Administration*, published four years later, Arthur B. Moehlman said, concern-

Mr. Seeger is principal of the Adams School in Eugene, Oregon.

**... shows how far we have come in applying
the theory of democratic administration**

ing teaching, "The emotional conditions under which work is carried on have a great influence upon efficiency." Even as early as 1926, in



"Teachers are hired, fired & regimented by the supervisory hierarchy"—1938

School Review, J. M. Hughes made this somewhat fundamental and undeniable statement: "A dissatisfied and unhappy body of teachers does not give promise of maximum returns."

The knowledge that teacher attitudes do considerably affect the behavior and thereby the efficiency of teachers would seem not to have been reflected in constructive action. At any rate, R. J. Shannon wrote in *The School Executive*, 1942, that:

Empirically observed, supervision of instruction, or what passes under that name, has been notoriously lacking in respect for human values. It violates the basic principles of democracy.

As recently as January, 1954, Matthew J. Pillard could state, in *The Nation's Schools*:

It is quite evident that the meaning and importance of the kinship between human relations and democratic administration have not yet penetrated vast numbers of school systems.

Although any number of factors may contribute to the whole of the teacher's attitude toward the whole of the teaching experience, we are primarily concerned with the attitude toward administration and supervision. The attitudes toward these elements are probably most susceptible to measures of improvement, and more definite and constructive efforts have been made to improve them, currently and in the past few years.

And yet, in spite of the many studies and inquiries into the various factors which make up the total of the teacher's attitude, in spite of the lists and tables which have been compiled and which attempt to show the needs or difficulties of teachers, there is much still unresolved.

Recognizing the need for teachers



"Supervision of instruction violates the basic principles of democracy"—1942

to feel they have a part in formulating school policies has not meant that there is, or has been, complete agreement as to the ideal extent of teacher participation. John Dewey wrote, in *Progressive Education*, March, 1931:

Until the public school system is organized in such a way that every teacher has some regular representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic, seems justified.

Several years later, one team of investigators found little change in



"Democratic administration is still in many respects only theory"—1953

administration policies. In *Cooperative Supervision in the Public Schools*, published in 1938, Myers, Kifer, Merry and Foley wrote:

Again we find an autocratic, rather than a democratic pattern. Teachers are hired, fired, regimented, told what to do, how to do it, and when to do it by the administrative and supervisory hierarchy.

They could come to this conclusion in spite of the fact that a report by the *Educational Policies Commission* of the National Education Association of the same year advised:

It is sound procedure to provide for the active participation of teachers in the development of administration policy. . . . Some plan should be provided through which the constructive thinking of all the workers in a school system may be utilized.

In 1943, however, M. W. Tate declared that there were definite limits

to the extent that teacher participation was practical. In *The Nation's Schools*, June, 1943, he said:

Democratic administration usually worked out better in magazines and summer seminars than in practice. . . . Responsible school administration should recognize that, while there may be no limits to the solicitations and suggestions, the practical limits to teacher participation are soon reached, a fact perhaps best realized by teachers themselves.

Shared decisions?

As of last year, we can find two articles with quite different conclusions as to the degree of teacher participation which may be advisable. The first, by Luther E. Bradfield in the June, 1954, *American School Board Journal*, states:

It appears likely that more interest and enthusiasm will be manifested in situations where teachers share in the planning, execution, and evaluation of results than where they merely carry out orders which have been drawn up independently and arbitrarily for them.

The second, in *The Nation's Schools*, May, 1954, by Francis G. Cornell, argues:

Shared decisions may be desirable, but we cannot always defend them in terms of improved quality of decisions.

Cooperative relations urged

It would seem that neither the many surveys that have been made of teachers' needs nor the numbers of articles and books that have been written on teacher-administrator relationship have very finally decided just what that relationship should be. If there is any degree of agreement as to the general tone the relationship should be given, that agreement has evidently not been incorporated very widely in practical procedure. If it had been, Clarence A. Newell would scarcely have declared, in *Educational Leadership*, November, 1953, that "the need for school administrators with understanding and skill in the area of human relationship is critical."

In 1938, Myers, Kifer, Merry and Foley felt that "the new emphasis upon cooperative supervision is one of the most hopeful develop-

ments in education in our time." But we find cooperative supervision still being urged in 1954. In April, Wilson F. Wetzler wrote in *The American School Board Journal*:

Educational administrators must consider the needs and feelings of staff members by adopting the "we" approach that takes into account the social climate of the group.

In April, 1951, M. L. Story wrote for the *Journal of Education*:

The majority of teachers are not disturbed about any serious lack of democracy in present-day administrative practices. . . . For teachers, at least, our schools are being administered with a satisfactory degree of democracy.

And yet we can find quite another opinion expressed in March, 1953. James H. Johnson, writing for the *National Association of Secondary School Principals*, states:

The philosophy and idealism of democratic administration about which we hear and read so much in our professional literature and everyday news articles is still in many respects only theory.

Agreement on the subject of teacher attitudes seems to be greatest where it is most general or abstract. The gist of what we find in this brief glance over different writings and opinions on the subject of teachers' attitudes toward supervisory and administrative practices is conclusive only in its inconclusiveness. There is decided agreement on the teacher's need for a satisfying working environment. We find many general statements as to the importance of the teacher's relation to the administrator or supervisor. We can study any number of surveys which come to many conclusions, some in agreement, some in conflict, with the others, as to the needs, the difficulties and the desires of teachers.

Autocratic vs. democratic

We can find during past years a good many complaints of autocratic administration and authoritarian supervision, and a good many demands for greater incorporation of the ideas and contributions of teachers in the functioning of the school. Either in refutation of the pleas for more democratically-administered schools, or in reaction to increased democrat-

ic administration, there are other opinions as to the disadvantages of an extreme democratic functioning.

There are many expressions of the importance of human relations in school administration, such as that of Dr. Wetzler, in *The American School Board Journal*, April, 1954, who writes: "What teachers expect of administration seems more important in the operation of school than the actual act of teacher participation."

There is also the suggestion that the question has been over-emphasized. As Francis G. Cornell wrote in *The Nation's Schools*, May, 1954, "Human relations in school administration has become a slogan of great emotional significance."

We can even find statements which provoke some wonder as to whether the question of human relations in school administration has not overreached the intention of teacher satisfaction for other deliberate purposes. For example, Evelyn I. Banning in *The School Executive*, September, 1953, made this statement: "To improve procedures for developing teacher attitudes favorable to curriculum change calls for a high type of social engineering."

Two decades of thought

It can only seem that more than two decades of thought and study concerning teacher needs and teacher attitudes, as well as almost endless numbers of written opinions and conclusions, have achieved little of decisive nature as to teacher attitudes toward administration and supervision, or even as to what supervision *should* be.

Probably the nearest we can come to complete agreement is the quite general statement that: "The cooperative relationship that exists between teachers and administrators is often the key factor in the morale of a school, which in turn vitally affects the quality of education that pupils receive." This observation was made in an article in the *California Journal of Secondary Education*, January, 1954, by Albrecht, Jones, Tallyn, and Wirt, and it is not much different from that expressed by Hughes in 1926.



Do They Come Back for Counseling?

The guidance counselor's concern for his pupils should not stop when they leave school; many face their greatest problems then

by ALBERT M. LERCH

"MR. BROWN." The guidance counselor looked up at the call of his name. "I guess you don't remember me," continued the voice. Standing in the doorway of Mr. Brown's office was a healthy sun-tanned youth attired in the blue of the Air Force.

"Jerry King," exclaimed the counselor rising and grasping the airman by the hand. "Come in and sit down and give an account of yourself. You graduated from here about four years ago, if I correctly recall."

After they had seated themselves, Jerry launched into a brief account of what had transpired in the four

years after graduation. Then he asked, "I suppose you're wondering what brought me back to your office."

"I imagine you have a good reason, Jerry, like other former students who drop in to see me," answered Mr. Brown.

"Well, sir, I came back because I would like your help. You see I'm going to be discharged shortly and I would like to discuss my future plans with you. You used to tell us that we were always welcome to come to your office. You told us the school guidance service was available to graduates as well as undergrads. So I'm here to take further advantage of the service," finished Jerry frankly.

... and the troublemakers

If something like this episode is enacted in your high school guidance office, you can rest assured that your guidance service is effective.

Now, how about those students

who leave school before graduating to go to work, or who, because of misbehavior, are asked to leave school? Do they come back for help or counseling? If they do, mark up another score in your favor as conductor of an effective guidance program.

Very recently a former student who had been most uncooperative and defiant in our school dropped into the writer's office. He had been expelled in his junior year. He is now 23, married and the father of a child. He has changed a great deal.

He repeated to me what so many others have confided in my office: "I have been out and learned the hard way. I realize now how foolish I was. You told us we would always be welcomed in your office whenever we needed help. That's why I came back."

His story was similar to many others. His promotion in industry was stymied by his lack of a high

Mr. Lerch is director of guidance at Northampton Area Joint High School, Northampton, Pennsylvania.

school diploma. He wanted to discuss how he might make up for the education he missed. By the time he left we had outlined certain possibilities that he might pursue. Before leaving he expressed his gratitude for the privilege of coming back and asked for a future appointment to report on his progress.

Such a situation is probably familiar to most readers. To the writer the most gratifying factor here is that the student has realized his mistake and wants to do something about it. But more important, if he comes back for help, the school should be ready to give it to him. No school can afford to turn these individuals away. As most counselors they sorely need. As most counselors know, many students do not find themselves until they are out of school. When these pupils finally discover themselves and realize that they need help, then we should be ready and willing to serve them.

The writer has made it a practice to tell students they are always welcome to come back and take advantage of the guidance service offered by the school.

Every student who leaves the school for any reason is always asked to make a final stop in the guidance office for a last-minute conference, words of encouragement and the assurance that the school will always be willing to serve him.

As a result, seldom does a week pass in which some former student doesn't drop in to the guidance office. At times even students who have been out of school a decade or longer return for vocational information or other help. One time a middle-aged man came to this office to ask for counseling service; he reported he was so pleased with what we did for his son that he thought perhaps we could help him—which we did.

Counselor concerned with all

Young women, now married, frequently return to our office to get occupational information or discuss vocational or further educational training for their husbands. Some request testing services. Few of our students who enter the armed forces

fail to return to the writer's office for help in resuming their civilian lives. Students who are now attending college also frequently return for help.

It is a tribute to the school and to the effectiveness of its guidance service when students come back to the school for help. It indicates that the students have confidence in the counselor and his services. It demonstrates that the school has made a definite contribution to the students' lives. It shows that the school exerts more influence on the student than it may realize. It proves that the school is still concerned about its students even though they have left school.

Parents seek information

Whether former students will come back to the school depends a great deal on one individual—the guidance counselor. His attitude and relations with the students while they are in school determine whether or not they will come back. But the student must feel that he will be welcome and that the school is concerned about him before he decides to come back.

How can the counselor transmit this feeling? He must radiate a feeling of sincerity, warmth, friendliness and trust. He must display a genuine desire to want to help and serve others. He must have patience and understanding.

There are criteria which help judge whether a guidance program is effective and functioning. One factor is the frequency with which students in school seek our guidance service of their own accord. After they have visited the guidance office do they willingly return again? Do the students stop the counselor in the halls and ask for appointments? Do they talk to their classmates and parents about the help they received?

The use parents make of the guidance service reflects their confidence in the program and its effectiveness. Usually, the parents will make an appointment to visit the office or else telephone to discuss matters concerning their children. If these relations are pleasant and satisfying, parents will pass the word along to

their friends and encourage them to take advantage of the guidance services offered for them and their children.

The use teachers make of the pupils' cumulative records and their conferences with the counselor to discuss certain students indicates recognition of the valuable service the guidance department offers. When teachers refer students to the guidance counselor, they indicate confidence in his services.

Does the administrator consult with the guidance department and enlist the aid of the counselor in school personnel problems, in curriculum planning, student-teacher adjustment problems and general morale problems? If he does, it is another indication that the guidance services are a potent part of the school.

How about community agencies like social welfare, the juvenile office, the clergy, service clubs and others? Do they solicit the help of the guidance department? If they do, you know it is rendering the services for which it was designed.

Late to rise (from desk)

Effective guidance services do not come about by accident. Where you have a worthwhile guidance program you have a counselor who is responsible for it. It is probable he spends long hours in school; he is in his office early and leaves long after his colleagues have quit the building.

He may spend many hours in helping to plan the curriculum to meet the needs of the students, in evening conferences with parents, in attending evening professional meetings to discuss with others new findings in guidance techniques and trends. He may spend many other hours reading and collecting information to be made available to his students.

Such are the duties that must be accomplished by the counselor if the guidance services of a school are to be effective. And if you ask the counselor responsible for the guidance program, he will tell you that he enjoys his work because he is helping people and can see the fruits of his labors.



On Long Island, New York:

A Bond Issue Bonanza

*\$15 million was voted for new schools
but it was a long-range effort that took
strategy, planning and public relations know-how*

by MERRILL L. COLTON

THE LARGEST SINGLE school bond issue ever proposed in New York State was approved on the first vote by the people of the Sewanhaka Central High School District, in Nassau County on Long Island, in June of 1954. Over 25,000 persons went to the polls and voted \$15,500,000 for new schools.

But it wasn't as easy as it sounds.

As far back as 1941 a comprehensive study of the area, made by educational consultants, predicted that this district would be faced with an overwhelming school facilities problem. The predictions were borne out year after year, as more and more children clamored for entry in all of the schools of the area. Plans were advanced from time to time only to meet with violent opposition from one element or another in the dis-

trict. A review of this period seems to indicate that the favorite pastime was to attack any person who proposed a plan, as well as the plan itself. This sparring continued with an ebb and flow of interest in doing something for the children of the district for some twelve years, with no specific gains being made.

What will district gain?

Then in the spring of 1953, a simple but effective plan began developing to resolve the overall problem of increased high school enrollment. Inasmuch as each of the four component districts—Elmont, Floral Park, Franklin Square and New Hyde Park—seemed most concerned about what it would get out of an expansion program, each area was encouraged to present a plan for the entire building program which would be acceptable to the local district.

Out of these proposals a composite plan was developed which was given unanimous approval at a meeting of the Central High School Board of Education in April, 1953. At that

meeting the Board asked that a committee of the supervising principals of the component districts work with the supervising principal of the Central High School District in the preparation of a comprehensive plan for the development of the expansion program.

It became clear that the expansion program divided itself neatly into five areas of concern, or as it was called locally, the five-fingered hand: population, curriculum, buildings, finance and public relations. Each area was to be studied separately. It was agreed that the best results would be achieved if they were considered in the order presented, except in the case of public relations which was to be carried on throughout the study to orient the people to the need.

Once the results of the preliminary studies were accepted by the Board, they would be further reviewed by all the members of the boards of the component districts. This would assure common acceptance of the plans in general and provide a basis

Dr. Colton is supervising principal of the New Hyde Park, New York, Public Schools.



Citizens' committee publishes three reports to public in bond issue campaign. First report describes need for more schools;

for detailed study by larger groups involving the people of the community.

Committees coordinate proposals

At the same time it became apparent that other phases of the general planning should be implemented. Among these, the following were found of prime importance as the program developed.

1. Consultants were made available to the supervising principals' committee in each area of study. These included representatives from the State Education Department, experts in each of the fields of study from among administrators of the state, and members of the staff of the school of education from nearby universities.

2. Committees, composed of teachers from the Central High School and from component districts, were formed to bring together the best recommendations on the curriculum to be housed in the enlarged building program. In the final stages of their work there were eighteen such committees, involving over 100 members of the professional staff.

These groups coordinated sum-

mary reports on such subjects as the library program, music program, guidance, physical education, health, as well as the more academic courses. Recommendations were coordinated into the program that was later translated into the preliminary building plans. This developed strong interest among the staff, and at the same time gave a solid basis for decisions which were made.

3. The involvement of many lay persons in each district and the coordination of their thinking, became a most important part of the program. Early in 1953, plans had been made to assure the development and continuance of citizen groups in each of the component districts to consider the general problem facing the school community.

In October, 1953, a representative coordinating citizens' committee for the Central High School District was appointed from these larger groups by the Board of Education to consider preparation of the public relations materials and to map the program to be followed in the latter days of the campaign for the vote on the bond issue.

They coordinated the preparation

of the first report from the Board ("Need for Additional Schools") which was issued in January, 1954. As work progressed on the curriculum and building plans, they released the second report ("Plans for Additional Schools") in May. As the financial report, made in conjunction with the State Education Department, became available, they prepared the third and final report ("Building and Operating Costs for the Proposed Schools") which was distributed in June. Posters, bumper signs and other devices to advertise the campaign were also prepared by this citizens' group.

4. The work of several committees and interested groups was coordinated to provide house-to-house coverage during the latter part of the campaign. These groups not only made sure that the three basic reports from the Board reached every home, but they prepared and distributed additional materials slanted to the local appeal for the building program.

Volunteers get out the vote

During the final weeks of the campaign, various plans were used to bring the story to each community



second describes plans for new buildings; third report discusses building and operating costs for proposed schools.

through personal contact. In one community, PTA members made a complete house-to-house delivery of the second report and at the same time answered questions about the program. In another, Boy Scouts distributed sheets calling attention to the date of the vote and the places where it would be held.

Sound trucks, telephone campaigns, exhibits in public locations and other direct appeal techniques were used. As a special aid in the coordination of these activities, the Central High School Board made available the services of a public relations expert who had had considerable experience with a similar school issue in a neighboring community. This proved invaluable.

As in every selling campaign, the manner in which the appeal was stated became of prime importance. The materials prepared by the Central Board were straightforward and positive. However, a sufficient background of understanding had not been built up over a period of time to sell the proposition on this alone.

There was a status of conflict out of which appeals to local pride could be made. These were utilized with

benefit, yet at the same time care was taken that old bitterness were not revived. Out of the conflicts and out of the basic brochures there came a broad awareness of the serious educational problem faced by the four communities.

Facts, facts, facts

From the Sewanhaka story the following important observations have been drawn:

1. In a program that is to be successful, there must be a central group that maps and carries through the overall program, adjusting it at all times in light of new developments.

2. Communities do not have to carve out new plans or invent new ways to carry on a needed expansion program. A survey of the work done in other communities and the plans followed there will provide a wealth of material and ideas which can be readily adapted to the needs of the particular situation.

3. Groups do not have to work alone on a building expansion program. In the Sewanhaka campaign, one of the most heartening observations was that it was only necessary to call on a person or group who had

had experience with such work in another community, and help was readily given on a specific problem. Those who have worked on such problems and have gained insights as a result of such participation are most ready to give unselfishly of their time and energy to help others.

4. It is most important that capable consultants and experts in special fields such as curriculum, building details and public relations be used from time to time to check local thinking objectively. If this requires the expenditure of funds, such expenses become highly justified in the quality of the ultimate results, and in bringing stature to the program that is presented to the people for their final approval.

5. It is of paramount import that large groups of people become involved in the development of the program. Participation brings understanding and increased support.

6. While appeals can be made on a variety of points, fundamentally, the central appeal must be based upon solid facts, and enough facts must be presented so that the picture is made clear to the people of the community.

Are We Short-Changing

by A. HARRY PASSOW

THE GOALS in educating gifted children are essentially the same as those for average students—to develop skills for daily living and to produce competent citizens. The gifted need to develop their special talents just as all youngsters need to develop whatever abilities they have. But when the gifted fail to mature their potential strengths, the loss exceeds personal inadequacy or anguish—it robs society of the possibility of an outstanding contribution. No culture can afford to waste such precious human resources.

The leading question remains, how can we best cultivate giftedness within the structure of education for everyone? To increase our reservoir of talent and skilled manpower, we need more adequate identification and development of potential ability. The concept of equal educational opportunity must not be mistakenly translated into identical experiences for all.

The ideal of equal educational opportunity implies a recognition and acceptance of differences in both ability and needs among the children whom the public school serves.

Dr. Passow is associate professor of education at Teachers College, Columbia University. His article is based on a topic he recently presented at a T.C. forum on Critical Areas in Education.

Only as we understand the reality of individual differences and how they should influence educational offerings, are we able to infuse life into the dream of education for all.

Public schools have, since their beginning, been concerned with educating those children with outstanding ability and potential for superior achievement. Various kinds of administrative and instructional adaptations have been attempted to provide more adequately for the gifted youngster.

But what of the impediments to adequate educational consideration for our talented youth? Part of the answer lies in our cultural attitudes toward the gifted. At times, outstanding people have been viewed as hovering suspiciously near the borderline between insanity and genius. This sour view has not prevented us from using or enjoying the unusual contributions of the gifted. However, the clichés stuck firm until pioneering studies in psychology and psychometry put a brighter face on the truth about the mental, physical, emotional and social attributes of gifted children and adults.

Anthropologist Margaret Mead, in an analysis (September, 1954 *Journal of Teacher Education*) of the superior child in our American culture, paints a rather grim picture of restraint of giftedness. Because any degree of superiority may cut one off from his group, we tend to level differences. We extol the success which

caps hard work and perseverance; but we call it luck and even withhold recognition from the gifted person whose ability enables him to outshine his peers without straining.

Attitudes are not the same toward all talents nor at all age levels. In our culture the outstanding athlete may be welcomed and treated more sympathetically than the scholar; the child who is encouraged for his precocity in the early grades may be merely tolerated or even ridiculed in secondary school for the same behavior.

Are special provisions undemocratic?

Another set of obstacles to adequate provision for the gifted results from a misinterpretation of the democratic commitment of public education. The school is the agency which fills individual specialized needs of each child while meeting the social needs of democracy. This integrating function, however, is twisted by some schools into a reason for avoiding necessary special provisions for the gifted child. There are those who believe it is undemocratic to emphasize differences by making provisions for some which may not be available to all. They argue that special attention will tend to create an elite. They are afraid that to separate the gifted child from his peers may tip his social or emotional equilibrium.

Democracy is not the fruit of uni-

the Gifted?

When we deny precocious youngsters the full development of their potential, we not only cheat them—we rob society of precious human resources

formity. Diversity within unity does not equal a single program in every classroom. The ideal is best achieved where arrangements include guidance and leadership to cultivate individual differences. Children do need opportunities to work and play together, to understand each other's strengths and limitations as part of their life experience. But, they need equal opportunities for developing individual excellence. Democracy withers if potential growth is fettered by limited and limiting experiences.

Fortunately, Americans do not consider as undemocratic the extraordinary provisions made for exceptional children who are mentally, physically, socially or emotionally handicapped. Schools have long recognized and met the need for special programs for these students. How odd, then, that many administrators fail to see that the gifted may

become handicapped unless special provisions are made for them as well.

The thinking persists that talent will inevitably emerge and that no extra efforts need be devoted to identifying or developing these talents. Undoubtedly some gifted children do develop without any special efforts, but many others are stunted. Estimates by some of our manpower studies suggest that at least half of our most able youth do not develop anywhere near capacity.

How can the public schools better meet their responsibilities for educating gifted students? An adequate program of education for gifted children embodies identification, motivation and development. Administrators and teachers, if they are to provide for individual aptitudes, must know what these are and how extensively they exist. Many of the same instruments and techniques used for studying children in gen-

eral can be used to locate gifted pupils if constant vigilance is maintained.

School records, anecdotal materials, medical and psychological reports, case studies, leadership records, achievement data, home background information are all valuable sources of information. Tests of intelligence, special aptitude (academic and non-academic), achievement and other areas can prove useful.

Schools that already apply these instruments and procedures need only to reassess their results in order to know what else is needed to identify children with unusual potential. In some areas of endeavor, opportunities must be created for systematically testing and observing a child in a situation which will bring out his abilities. The unusual success in adult life of more than one thousand subjects in Lewis M. Ter-

Some educators fear that separating the gifted child from his peers may upset his social or emotional equilibrium.



man's studies, published in 1947 by the Stanford University Press, attests to the ability to identify gifted children.

We know from past research that capacity alone is not enough to insure the development of giftedness. There must be both motivation and opportunity to use and develop these talents. Lack of motivation is a major reason why a large number of gifted children never go on for the advanced training essential to most professions. Differences in physical, emotional and intellectual status of youngsters, as well as in their interests and the strength of their achievement motivation, will affect the development of their potential.

Some of these variations may be explained by home and family patterns, membership in ethnic or religious groups, peer-group relations and home location. These are factors which, in most cases, are not within the control of the school. The school can, however, compensate for the effects of negative home and community experiences by instruction which enriches learning and offers challenge. Motivation can flower from a rich and flexible guidance program which helps superior children understand their own abilities in terms of their meaning for personal development and responsibilities to society.

Deterrents to achievement in terms



Mozart wrote his first symphony when he was 8 years old.

of advanced training are already well known. Schools have a responsibility beyond identifying those youngsters who are gifted and helping them make wise vocational and professional choices. Consider the child who comes from a home where there are no college aspirations or in which there are no concerns with professional preparation. Could not the school undertake early special counseling for the parents and their gifted child to point up the importance of advanced education?

Or, consider the promising child who lacks funds. Why could not the school and parents explore ways of securing financial assistance long before graduation? A school which is alert to the factors, including motivation, which affect post-high school training can furnish special guidance early in the gifted child's career so that parents and the youngster are helped to understand his potential and are motivated toward taking necessary steps for its development.

Group students according to ability

While there are undoubtedly some situations which the school may not be able to modify, the quality of educational experiences is certainly within its province. Administratively, schools have acted in one or more of the following three ways to upgrade school life for the talented. The first method is grouping of students on the basis of special ability—that is, “segregation” or homogeneous grouping. The second approach is accelerating the progress of gifted students. The third, providing special opportunities and materials for talented children within the regular classroom—usually referred to as “enrichment.”

Use of acceleration is urged in studies by Terman and Harvey C. Lehman which suggest that gifted students be enabled to complete formal schooling and engage in careers as early as possible, in view of our urgent manpower shortages. Ability-grouping is found mainly in large-city school systems where specialized high schools have been organized with a program designed for



Albrecht Durer sketched this self-portrait when he was 13 years old.

gifted students in a given talent area. Extracurricular activities may also improve the school life of the gifted.

Enrichment within the regular classroom is today the most widely supported and advertised of any of the administrative provisions, especially at the elementary level. It has been advocated on the basis that a flexible program within the heterogeneous group can stimulate the gifted child while keeping him with his social peers. Unlike special grouping, working with the gifted in the regular classroom requires relatively little extra expense and is possible even within small schools.

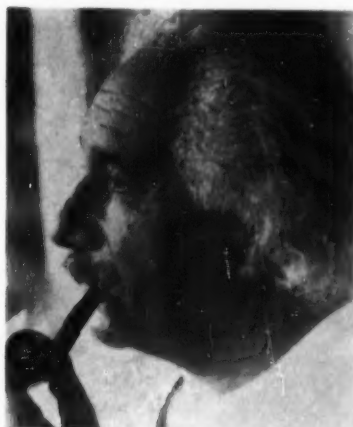
Special classes speed progress

Various combinations of these administrative plans have been tested in public schools. Special progress classes in some systems allow for the completion of three years' work in two. In some elementary schools children are assigned for part of a day to their regular classroom, and to a special enrichment class for the other part. College level courses in some high schools have earned students admission with advanced standing to college, enabling them to complete their work in a shorter period of time or to take advanced work earlier.

Because these provisions acknowl-

edge the special needs and particular abilities of the gifted, they help break the lockstep of identical experiences for all children. They emphasize the importance of flexibility in arranging for gifted children. Flexibility in time, class organization, instructional activities, materials and requirements is practical in the public school.

We sometimes forget in our planning for gifted children that the range of individual differences is great, not only within a specific area of endowment, but from one talent area to another. No group of gifted children is homogeneous, any more than is any group of average children. These individual differences



Albert Einstein conceived the theory of relativity when he was 18.

must be considered when administrators modify instructional programs which facilitate enriched experiences.

Schoolmen must ask the kinds of questions which will sharpen their insights into how each administrative provision can be used most effectively. Guide questions include: Where in the scope of the curriculum is acceleration most desirable? What bases provide for most satisfactory groupings? Which guidance procedures secure the best type of home-school cooperation from parents of gifted youngsters?

Enrichment for the gifted child is of particular concern to the public school because a curriculum which

satisfies a large majority of children may not necessarily care for outstanding students. It is in instruction that offers experiences beyond grade expectations that individual emphasis of needs takes place.

For the gifted, good teaching procedures are those which enable the child to work independently as well as with others, to experiment with ideas and materials, to explore more widely in order to achieve greater mastery of content and skills, to experience numerous opportunities for creative expression.

Even where there is agreement that the public school has an obligation to develop individual capacities, many problems are manifest. What talents shall the school seek out to develop? Manpower studies emphasize the great need for scientists and engineers. Should the school focus its efforts in these directions or concern itself with a variety of aptitudes?

If there are indifferent or hostile attitudes in the community toward gifted children or toward specific talent areas, should school planners abandon their efforts? Leadership responsibility in the school and community must be assessed before curricular provisions for the gifted can be initiated and tested.

Inevitably, the budget enters our planning. Society must expect rewarding returns from the gifted child to warrant additional investment in his education.

There are problems of recognition,



William Cullen Bryant wrote the poem *Thanatopsis* at the age of 17.

encouragement and stimulation. How much of these does the child need to move him ahead? Does the teacher of the gifted need extra preparation or special certification? Does "well-adjusted" have the same meaning



Violinist Yehudi Menuhin made his Carnegie Hall debut at age of 11.

for gifted children as for those who are less able?

We know that the greatest loss in talent development is in the small school and it is there that a great deal of attention is needed. Should a well-balanced school program for the gifted child in small and large schools expect the talented musician to do well in mathematics and science as well?

To resolve these and other issues and problems takes time, hard thought and intelligent experimentation. As with all effective educational programs, planning for the identification and nurture of gifted children demands the best possible contribution of many minds. Public schools can and have provided adequately for gifted children and others, particularly where their efforts have included community cooperation.

That there is a need for more adequate planning is unquestionable. A public school system that has met the many challenges in educating so many children is certainly able to develop the flexibility and richness needed to meet the needs of the gifted children who will provide the intellectual, artistic, technological and moral leadership of our nation.

THE SO-OFTEN-TOLD story that teenagers are unable to accept responsibility is not heard in Winfield, Kansas. What is heard is a wonderful story of the grade school and high school students who, since 1942, have worked hard and saved enough money to be entirely responsible for the planning and decorating of a recreation center.

In 1942, when our Board of Education made plans for a new vocational building, they saw that several shop rooms in the original building were to be left empty. The Board foresaw the need for a place where

teen-agers of Winfield, regardless of race or religion, might assemble to dance or play checkers, ping-pong, pool or snooker; and so they promised that upon completion of the new building, the old general shop rooms could be turned into a recreation center.

Students donated money and time

With this promise in mind, school organizations and several graduating classes began raising money through scrap drives, paper drives, plays and other activities. The student contribution, amounting to \$1800, was in-

vested in bonds to be used at a later date for the proposed center.

First real action taken by the Board after dedication of the new vocational building, in the fall of 1953, was to renew this promise and to authorize the expenditure of \$1300 toward making the vacated shop facilities usable as a center.

Several student organizations and groups donated their time, a great deal of money and, most important, their imagination toward getting the center ready for use. The school custodians painted the ceilings. Senior Hi-Y pledged \$100 and provided for

We Planned Our Own Recreation Center

by CHARLOTTE RILEY



We raised money for equipment, then the girls painted and decorated while the boys hammered and wired, then we elected a managing council — the result: no teen-age mischief here

Dancing, of course, is one of our favorite pastimes.

the purchase and operation of a popcorn machine. Y-Teen girls accepted the responsibility of painting and decorating the powder room. Electricity and home maintenance classes refinished old USO furniture. (The students had used foresight enough several years ago when prices were low to buy and store this furniture for the proposed center.) The electricity classes also did the needed wiring for the center.

General shop classes built ping-pong tables and refinished the pool and snooker tables which had been bought when a local pool hall went out of business. Yes, the students were really in charge; they planned the entire decorative scheme and the layout of the rooms.

Teachers joined work crews

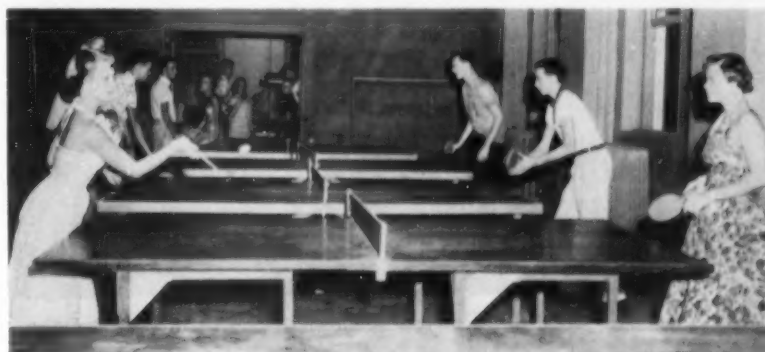
Work crews of five or six were organized to clean woodwork and complete other assignments on Saturday mornings. Not only did the majority of students of Winfield High School work on the new center in one way or another, but the teachers pitched in, too. They did all sorts of odd jobs from painting walls and furniture and sweeping floors to serving as general supervisors.

With everyone working hard, a snack bar with a seating capacity of 45 was soon completed. Candy, soft drinks, malts and ice cream can be purchased at the snack bar which is completely encircled by windows, giving a view of the large dance floor and ping-pong room. In a separate room are two pool tables and two snooker tables.

Our center was officially opened in March, 1954. These facilities are open to all who want to participate. A governing council, made up entirely of student body representa-



We bought and refinished old USO furniture for the snack bar in our center.



The high school students in general shop class built our five ping-pong tables.

tives, manages the center. It has had no trouble with discipline.

Although the primary objective of the center is to provide free recreation for the youth of the city, a citizens' advisory committee has been established to assist the student governing council in arranging for adult groups who might wish to use the center on special occasions.

There are still a great number of things we want to add to our center. One desire is to refinish a lounge and buy a television set for it; another is to provide a special room for playing and listening to all types of records.

Those who came to scoff . . .

When plans for the center were first announced to the general public, many people were skeptical and did not believe that school and the Viking Harbor (the name we chose for the center) would mix. Most doubts faded, however, after the center was opened. Many favorable words have been heard.

John King, a leading business man and also a parent, commented, "The



Charlotte Riley was a senior at Winfield, Kansas, High School when she wrote this article as an extra assignment for a journalism course. An active student, she was a member of the school newspaper and yearbook staffs, debating team, student council, Y-Teen and pep club. This year Charlotte is a freshman at Kansas State College where she is majoring in speech and psychology and minoring in journalism.

recreation center provides a place for young people to have some good, clean, wholesome fun and yet keeps them off the streets and away from the taverns and nightclubs."

Arthur Partridge, principal of the high school, stated, "The most en-

couraging thing is the way in which students have accepted the responsibility for planning programs and operating the facilities. I speak primarily of the Youth Council and its committees, and those students who have volunteered their services as

special assistants. But they couldn't have done their job without the cooperation of those who have used the center. Our experience with this center completely refutes the frequently heard statement that young people cannot accept responsibility."

The Reverend's dream came true

The high school shorthand teacher, Richard Chisum, said, "The recreation center is the finest innovation in recent years. I think other schools will copy this idea."

Rev. Francis Hayward of the local Presbyterian Church, one of the leading youth directors of the city, saw his dream come true when the recreation center opened. He expressed his happiness when he said, "For some time Winfield has realized the need for organized recreation. As we have moved into the machine age we have fewer and fewer 'chores' to do at home. The need for planned free time had long been recognized. Through the school the summer program has evolved into a well-rounded program for all youth. The center was the next logical step. It is well conducted and democratic in operation."

Recreation is part of education

"Next project for the community is a recreation commission to operate not only for school-age youth but for all age groups. Many communities in Kansas now have a full-time recreation director who coordinates existing recreation and provides for neglected areas. It gives balance and variety to a recreation program and provides for regular planning rather than leaving it to the chance inspiration of interested parties. It would also give the center a greater usefulness if it were used at different times by different groups."

"Recreation is an important part of our lives. The youth center points the way for this community."

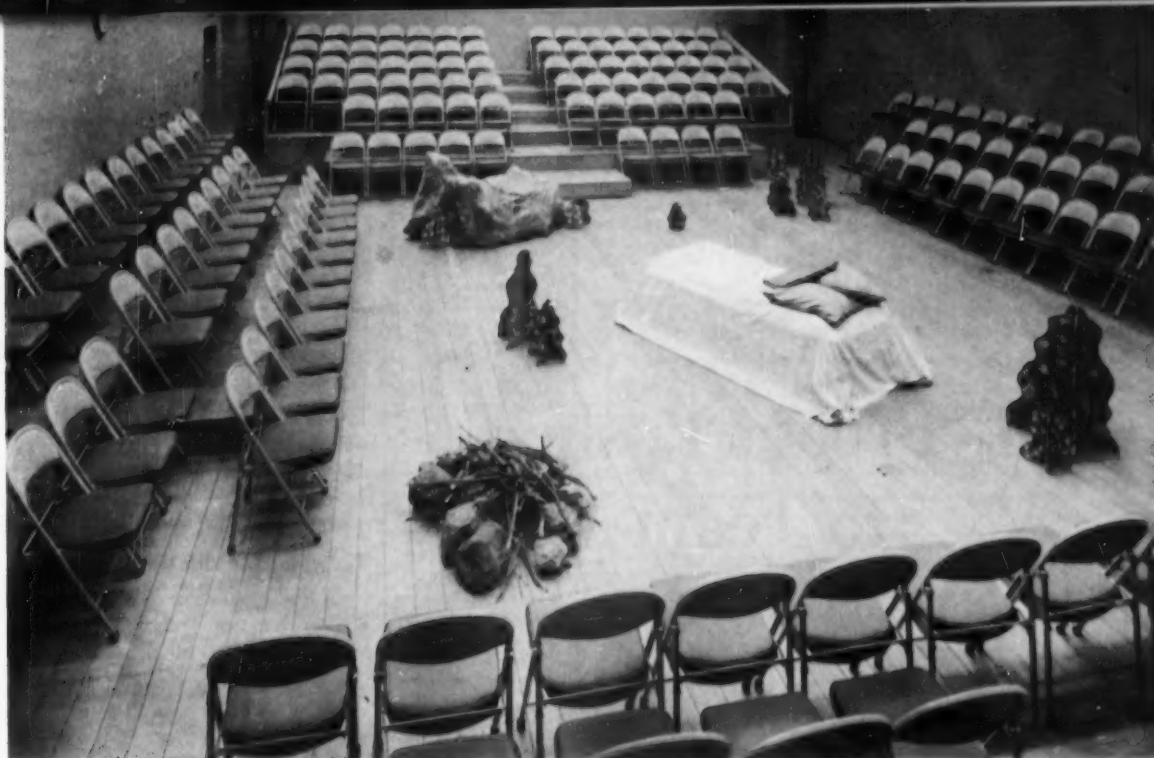
Though the problems are not all solved, the work not all done, and the center is not old enough to be proclaimed a success, the youth of Winfield have been a great deal happier since Viking Harbor has been in operation.



The girls are most proud of the powder room which they decorated themselves.



The boys refinished pool and snooker tables we bought from a local proprietor.



San Francisco State College's new theater is arranged for a four-sided audience; TV shows can be presented here as well.

Theater in the Round

ANCIENT GREEKS would be astonished to see what has happened to the theater arrangement they originated. The age-old practice of arena, or center, staging (seating the audience around the actors) is being put to excellent use at San Francisco State College in the most modern of the dramatic arts—television.

Dr. Fulton McKenna, director of the college drama department, believes that the technique of arena staging permits flexibility that encourages all-round acting ability. When all four walls of a small theater are lined with seats and the audience is but a few feet distant, actors must perform to spectators in front of them, behind them and on the sidelines. Student actors are forced to play close up to the audience, as before a TV camera. The actor who doesn't use every bit of his acting ability is going to lose the interest

of some part of this four-walled audience.

The little theater in the College's new Creative Arts building was designed to serve multi-purpose needs. "We can strike the whole room and leave it bare for TV productions," Dr. McKenna states. "We can use the center stage; we can use an end stage or a corner stage. We can run the whole gamut of acting experience in a few square feet of space."

TV production is no stranger to this theater. More and more student time is being devoted to classes in television production. San Francisco's education station KQED televises three hours a week using this theater as its studio. The small area of the theater and ease of changing from one stage location to another almost instantly, make perfect working conditions for TV.

Consideration of seating was one of the important factors in planning

the theater. In order to provide the extreme flexibility needed, seats could not be fixed. Folding chairs with cushion seats that are portable, comfortable and can be stored conveniently when not in use were chosen.

These substantial, attractive chairs easily permit variations in room as well as stage arrangements. As evidence of the success of the theater, the drama workshops and television shows frequently draw capacity crowds plus a few standees.

Drama departments of other colleges and those in some secondary schools are following San Francisco State College's example. Productions can be staged economically and with versatility. Small auditoriums are filled easily; spectators participate with actors. Arena staging, the revision of an ancient idea, has created wide interest in the educational uses of live drama and TV production.

The school custodian:

From "Broom Pusher" to Team-Mate

by A. H. GLANTZ

THE CONCEPT that a custodian is merely a "broom pusher" is being replaced by the philosophy that he is an important part of the school's total operating team. It is realized now that to entrust the general care of a school plant costing hundreds of thousands of dollars to one who does not have adequate technical knowledge of building materials and equipment is somewhat ridiculous. Thus, in-service training programs for the school custodian are now recognized as necessary.

Comprehensive training

In cooperation with school administrators, the office of the San Mateo County superintendent of schools has conducted several custodial regional workshops. The "School Building Maintenance and Safety" courses cover all phases of the school custodian's relationship with the total operation of the school. Related fields which the custodian inevitably encounters during the performance of his duties are discussed also.

The entire program is organized and conducted by the writer, a member of the San Mateo County office staff. Twelve classes of two hours each are conducted evenings under

the auspices of an adult center of one of the high schools or junior colleges in the County. Each series of classes is held in different areas over the County so that attendance will not impose too great a burden upon participants. The class is open to custodians and administrators alike.

Some adult centers charge a \$1 registration fee which is usually paid by the enrollee's school district. Awards (based solely upon voluntary attendance at the workshop sessions) are given at the conclusion of the course in the form of a neatly printed "Certificate of Personal Improvement," properly signed and with a County Board of Education Seal affixed.

All topics are presented with a definite objective in mind and by an expert in the field under consideration. For example, when covering fire prevention and care of fire fighting equipment, codes, etc., local fire chiefs are invited to give instruction in the use and care of specific emergency fire equipment. Demonstrations are often given to show proper methods and chemicals to be used on various types of fires, such as electrical, oil or general combustion.

Experts demonstrate and lecture

Reliable commercial distributors of custodial supplies are brought in to give the latest information on new products and methods approved and recommended by the National Sanitary Supply Association. Commercialism is completely discouraged;

individual brands or manufacturers are seldom mentioned. Class members are encouraged to bring their special problems for discussion.

This approach to the instruction of custodial courses is based upon the conviction that no one person is qualified to cover all facets of the custodian's field of work. Although a few books have been written which delve into part of the custodian's responsibilities quite thoroughly, they are found completely lacking in other aspects of his overall duties.

Individual problems discussed

The custodian now functions in varied, important capacities. He often requires additional information and experience related to improvement in his work as well as personal problems related to retirement and public relations. The San Mateo County training plan endeavors to keep its school custodians up-to-date in a broad field of subjects.

Topics covered by the workshops include: heating and ventilation problems, fire equipment use and care, care of electrical equipment, classified employee retirement system, painting of interiors and exteriors, and tools used for all custodial jobs.

Format overcomes objections

Although many two- or three-day summer institutes have been held, they are criticized as being too brief or condensed to allow free discussion or exchange of ideas. The County evening workshops, purposely kept flexible in their presentation, deal with problems particularly important to the custodian at the moment. Fall courses always stress heating problems early in the 12-week session; summer schedules are emphasized during the later spring classes.

Time is allotted to discuss floor problems, wall and woodwork technicalities, health and sanitation procedures, responsibilities and public relations.

San Mateo County administrators find that this plan overcomes the objections to summer institutes and programs where many subjects of broad interest may be held at the same hour.

Mr. Glantz is Coordinator of Business Advisory Services with the San Mateo County office of the superintendent of schools, Redwood City, California.

PAUL AND JOE TALK SCHOOLS

YOU KNOW, JOE, OUR TOWN'S GROWING SO FAST WE'RE GOING TO NEED A NEW HIGH SCHOOL PRETTY SOON.

WELL, ONE THING IS SURE, PAUL. IT CAN'T BE A COPY OF THIS ONE. IT WAS BUILT 60 YEARS AGO AND TIMES HAVE CHANGED A LOT SINCE THEN.



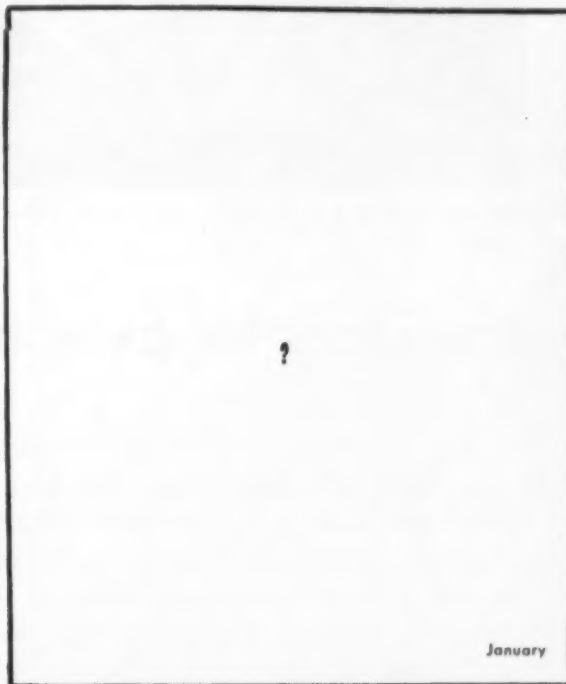
I HEAR, PAUL, THAT A GREAT DEAL HAS BEEN DISCOVERED ABOUT TEEN-AGERS - HOW THEY LEARN - HOW THEY LIVE IN A COMMUNITY, THEIR SPECIAL PROBLEMS...

THAT'S RIGHT JOE? AND I HAVE A HUNCH THAT OUR HIGH SCHOOL PROGRAM IS A LITTLE BEHIND THE TIMES.



WITH ALL DUE RESPECT FOR TEACHERS AND BOOKS, THE KIDS LEARN A LOT OUTSIDE THE CLASS ROOM TOO.

GOOD POINT, PAUL. AND SOMEHOW THE MODERN HIGH SCHOOL SHOULD TAKE THAT INTO ACCOUNT, BOTH PROGRAM AND PLANT-WISE.



January

The School Executive Will Present One Solution to This Problem Early in 1956



Enriched program and special activities are provided for gifted children in Mason City schools.

Provisions for Exceptional Children

The people of the country, and teachers in particular, are greatly concerned that exceptional children be given maximum educational opportunity. This issue becomes increasingly critical as our school enrollments continue to swell. The problem is to discover the best ways of meeting the needs of the large normal group as well as of those with various handicaps, and at the same time to give special opportunity to pupils endowed with unusual potential. It is vital to our society that the needs of **all** groups be met. We have asked administrators of five school systems across the country to describe to our readers how they are solving these problems in their communities. What they tell us, on the pages that follow, should help us to evaluate our programs and should provide suggestions which we may adapt to our communities.

provisions for exceptional children

in Mason City, Iowa

We must give as much consideration to the educational needs of the exceptional child as to those of the "average" child

by LAWRENCE H. SHEPOISER

IN THE PUBLIC SCHOOLS of Mason City, Iowa, a community of about 30,000 population and with an enrollment of approximately 6,000 students, it is the practice to keep the exceptional child in the regular class whenever possible. This is done in the elementary and junior high schools except in the cases of severely mentally handicapped or the bed-ridden physically handicapped.

Special instruction and guidance is set up for those who have a speech handicap or physical handicap, or are hard-of-hearing or emotionally disturbed, or have a reading retardation. Grouping according to interest, talent, and ability begins in the last year of the junior high school and continues on through the high school in all areas except the common core subjects. The policy in the senior high school is to develop a comprehensive high school program where enrichment will challenge the gifted in all areas of intelligence.

Special education serves needs of each

The school system is administratively organized on a semi-autonomous basis with the principal of the school as the administrative leader and the teacher responsible for the instruction in the classroom. The special education division works as a service agency for the school, teacher or child. It has the responsibility of working with the teacher and the principal, diagnosing and giving recommendations as to how best to meet the needs of this exceptional child. In the Mason City public schools, we consider the following pupils to be exceptional: speech handicapped; hard-of-hearing and deaf; partially seeing and blind; physically handicapped; intellectually inadequate; emotionally maladjusted and gifted.

Mr. Shepoiser is superintendent of the Mason City, Iowa, Public Schools.

In the areas of speech and emotionally maladjusted and physically handicapped, especially trained teachers may work directly with the pupils. With the gifted they would be serving the classroom teacher through enrich-



Bright pupils in Mason City enjoy creative extra work like building and staging their own marionette shows.



Activities for the gifted in Mason City include reconstructing scenes from American history.



Mentally retarded pupils are provided with classes and teachers adapted to their needs.

Physically handicapped receive instruction at home in Mason City's special service program.



ing the program or aiding the principal in the task of setting up classes or activities to challenge those with unusual intelligence.

In the area of speech handicapped, two full time speech therapists diagnose the speech difficulties of all the pupils, counsel with the teachers and parents and do therapy for the severe cases that cannot be handled by the classroom teacher.

A hearing screening is held each year of all third, sixth, ninth and twelfth grade students. The school nurses then make a follow-up of these screenings, with recommendations that they see the family doctor.

Each pupil receives a visual check once a year. The school nurses make similar follow-up as in the case of hearing. Large-type text books are purchased when recommended for those who are visually handicapped. Severe cases have to be sent to a special school for the blind as the public school system does not have facilities in instruction for the totally blind.

The children who are mentally retarded but educable are transported from the various elementary schools in the system to one elementary school where they occupy separate classrooms yet become an integral part of the school program. These mentally handicapped children have a curriculum adapted to their needs, with teachers who have the personality and training to work with them. A similar program is carried on at the junior high level.

Trained personnel administer therapy

The physically handicapped have available the services of a trained physical therapist who has his room and facilities also located in this elementary school. This makes it possible for these children to attend either in the regular classes or the classes for the mentally retarded and at the same time be available for therapy treatment at the school, which becomes a center for special education as a part of the regular school program.

The emotionally maladjusted have the services of a trained psychologist and the help of guidance people who are trained as counselors. These people give assistance to the classroom teacher in methods of handling the child in the school program, in addition to counseling the students in their personal adjustments.

Any teacher who feels she has a gifted child will make a referral to the special education department for the administration of a battery of tests. On the basis of these tests and other information, the department then works with the teacher in determining how best to provide for an enriched program or development of special activities to suit the individual.

The limitations to our high school in meeting the needs of exceptional children is set by the degree to which our high school program is truly comprehensive and the degree to which we have talented teachers with capacity to enrich the classes for children with special intelligence.

We still have a long way to go before we can adequately meet the challenge of providing for the needs of all the different types of intelligence or giftedness that we find in our school system.

in Dearborn, Michigan

Keep every child in a regular classroom situation as long as possible

by MARK SCULLY

THE SIMILARITIES OF CHILDREN, rather than their differences, are emphasized in the Dearborn, Michigan, educational program for the exceptional child. This program provides facilities for the gifted and the mentally, emotionally, and physically handicapped from their preschool days to the twelfth grade.

Our guiding principle, which puts emphasis on the similarities of children, is to keep every child in a regular classroom situation and in a heterogeneous group of his peers until that point is reached where his differences indicate that such a setting is no longer the best situation for him. At that point, he is placed in an environment most apt to promote his education. Therefore, Dearborn does not have separate buildings for the handicapped, but provides special facilities in the regular buildings.

One of the most important jobs in any special education program is to locate as early as possible the pupils to be served. Many of these cases first come to light through the annual school census. The second opportunity is provided by the preschool roundup and medical examinations necessary for entrance into kindergarten. Once the children are in school they may be identified by regular classroom teachers as children who need special help. These location methods, plus the regular health appraisal program beginning with kindergarten and recurring every third year thereafter, together with annual hearing and vision screening programs, leave little doubt that most of those in need of special attention are found.

In identifying the slow learner and the bright child the sensitive observation of well-trained classroom teachers is supported by an extensive program of group psychological and achievement tests beginning with kindergarten and ending in a final appraisal at the end of the twelfth grade. Slow learning and emotionally disturbed children are seen for complete evaluation by clinical psychologists and visiting teachers, who add parental information, medical reports and community observation to the school data.

Atypical cases are reviewed by a referral committee for assignment to the appropriate resource. This special assignments committee is made up of the persons in charge of the following school departments: Instruction,

Health, Testing and Research, Child Accounting, Guidance, Psychological Services and Special Education.

A continuing appraisal of those cases already found assures that no child leaves the special education program unless his condition has improved to such an extent that he can make a satisfactory adjustment in the regular classes.

No comment on Dearborn's special education program would be complete without acknowledging the generous attitude of the State of Michigan toward this problem. Differences in the cost of educating a child on the special education program and a child on a regular program are provided by the State in such a way as to provide the maximum educational benefits to the children with a minimum of administrative red tape.

The program for the physically handicapped provides services for the blind, partially seeing, orthopedic, cardiac, deaf and hard-of-hearing. The latest addition is a nursery school for all types of physically handicapped children.

The usual services of a homebound teacher are available to those who are unable to attend school because of a physical disorder. A recent innovation has been the use of a telephone-intercom system between the homebound individual and the school.

Speech correction help is available to children in all the Dearborn Public Schools.

Services to the emotionally handicapped are offered by the visiting teachers or school social workers. Individual help by the visiting teachers to children, parents and teachers is supplemented by community resources. The visiting teachers serve as liaison persons between the schools, the parents and these resources.

Emphasis on skills of each student

The program for the mentally retarded extends from the preacademic preparatory group for six and seven year olds to the supervised job placement of the eighteen year olds. Delay in the introduction of the tool skills until the students are mentally ready results in more rapid and effective progress during the later elementary and junior high years. Emphasis is on those skills, knowledge, attitudes and appreciations which have specific value in the daily life of a community citizen whose capacities do not extend to abstractions or generalizations.

The special classes staffed with well-trained and accepting teachers constitute the home base from which

Dr. Scully is superintendent of schools in Dearborn, Michigan.

For the gifted:



Gifted children are encouraged to develop and share special interests in Dearborn schools. Left, first-grader Dick Haywood shows talent in paper construction of bicycle; right, a bright pupil explains his hobby to interested classmates.

the students attend those regular classes in gym, shop, homemaking, typing, art or other fields, in which they can keep pace with other students.

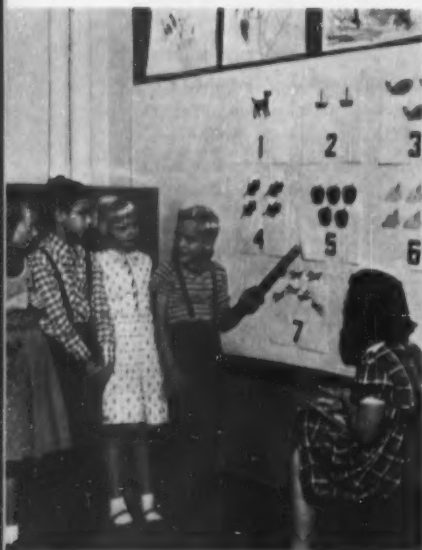
At the senior high school level, the special class teacher locates and supervises part-time and later full-time jobs on which the students further develop those patterns of responsibility, cooperation and good work habits which they follow life-long. On fulfilling the requirements for school attendance and successful job placement, these students participate in the regular commencement activities and receive a certificate of school completion.

Services to the bright child are largely the result of individualized enrichment by the classroom teachers. Consultation from science, art, music, library and other special field coordinators is utilized. In selected cases, acceleration meets the child's needs better.

The most promising effort in enrichment has been the assignment of a special interest teacher in one building who works with bright children. Opportunities for further exploration of science, literature and other areas are tied to such activities as presentation of plays and study results to younger groups, or conducting a service for the school such as maintaining a weather station. Emphasis on sharing social responsibility and a mature evaluation of his own relationship to the group is regarded as important for the gifted child.

All phases of Dearborn's special education program are aimed toward keeping all children with special problems in school as long as they will benefit educationally from the program. This has called for as intensive a special education program at the high school level as in the elementary grades.

For the mentally retarded:



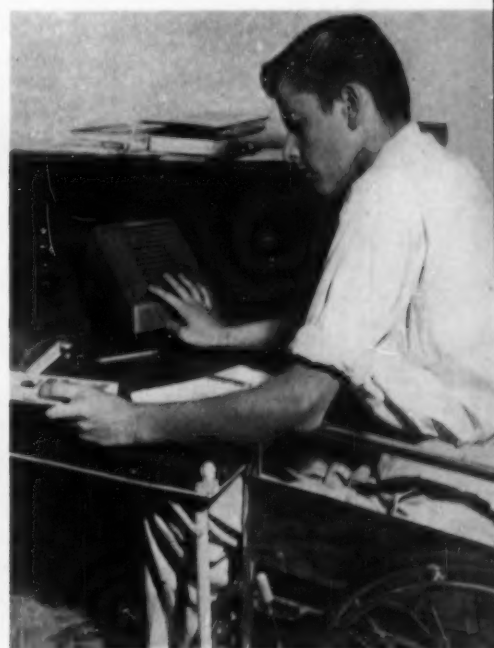
Abstract concepts like helping one another are taught to mentally retarded at their own rate, left; junior high school girls prepare for family living, center; high school classes evaluate job opportunities listed in local newspapers, right.

For the emotionally handicapped:



Visiting teacher gives individual attention to emotionally disturbed child, helping him understand himself and his relations with others through the use of play techniques.

For the physically handicapped:



Orthopedic equipment makes it possible for children (above, left) to attend school. Intensive speech correction program (center) discovers defects in early grades. Teacher visits to homebound pupils are supplemented by telephone equipment in home and classroom (above, right). Preschool nursery, with visits by parents, (right) helps early adjustment to handicaps.



in Chattanooga, Tennessee

The school must utilize all available health and welfare agencies to help meet the exceptional child's needs

by THELMA W. HORACEK
and GALEN N. DREWRY

A SOUND PROGRAM of education for exceptional children is necessarily a cooperative one, utilizing all available agencies, public and private, which can aid in identifying these children and meeting their needs. It is, therefore, the responsibility of the schools to enlist and coordinate the services of health and welfare for the benefit of exceptional children, bringing together the skills of medicine, psychology and social work to enable education to fulfill its obligation to provide free public education for all children.

Even though the belief in universal education has long been accepted in Chattanooga, special consideration for atypical children in the schools is a comparatively recent development. There were isolated efforts on the part of a few regular classroom teachers, but their good impulses were usually thwarted by inadequate facilities and lack of understanding and direction.

Great impetus to the services of exceptional children came in 1946, when the first visiting teacher to serve as school social worker was employed. The chief responsibility of the visiting teacher is to work with individual children who are unable to use the school effectively, and to help parents and teachers better to understand the children's needs. Another duty is to coordinate all agencies of the community in efforts to help these children adjust constructively in the school.

Since there were at the outset no state funds designed for special education, it was necessary to find local individuals or groups to finance the excess cost. Civic clubs and other organizations adopted projects providing money for teacher training and the purchase of the necessary equipment and materials. The Lions Club sponsored classes for the partially seeing child; the Junior League established a reading center for the child with a severe difficulty in reading; the Junior Chamber of Commerce promoted help for those with speech and hearing handicaps; the A.A.U.W. and other groups

furnished scholarships to train teachers of the mentally retarded; and the Chattanooga-Hamilton County Chapter of the Tennessee Society for Crippled Children initiated the center for children with cerebral palsy.

In 1947, state legislation was passed to promote school programs for crippled children, but it was several years before the mentally retarded were included. However, the law did increase the acceptance of the exceptional child as a school responsibility, thus aiding the struggling program.

The work of special education teachers and of other services to exceptional children is now coordinated by a Division of Special Services. In this division are psychological services, school social work and certain phases of pupil personnel, including counseling for the gifted. It embraces also classes for the educable mentally retarded, a center for the treatment and education of the cerebral palsied, hearing screening and speech correction, instruction in the hospital, instruction in the home, remedial reading and an adjustment school. It is also responsible for coordination with the Orange Grove School for trainable mentally retarded children.

Each of these programs has as its aim the core of the philosophy of the general education program, to help each child, whatever his limitations or potentialities, to develop to the height of his own capacity. Whenever this goal can best be accomplished by itinerant teachers, giving individual help to the child in his classroom or working with his teacher, that is the plan. For instance, this year a special class for partially seeing has been replaced by an itinerant teacher to help partially seeing children in their regular classrooms. Another example is that of the gifted children, who likewise remain in the regular classes.

A team consisting of a visiting teacher, psychologist and appropriate members of the instructional staff identify the gifted and work with their families in understanding their particular needs and potentialities, and with the classroom teachers in effecting curricular adjustments.

Chattanooga has followed the usual patterns in its special services with a few variations peculiar to the local situation. For example, the Orange Grove School for trainable mentally retarded was started by a group of parents and interested citizens as a private institution, with encouragement by the City School Board, which furnished the building. Through recent legislation public school funds are channeled on a contractual

Mrs. Horacek is director of the Division of Special Services and Dr. Drewry is head of research in the Chattanooga, Tennessee, Public Schools.



Visiting teachers give individual instruction in Chattanooga program: above, to handicapped girl at home; below right, to boy in hospital. Special teacher visits schools to instruct pupils with hearing problems (above, right).



basis for city children attending this school. The Director of the Division of Special Services works closely with the Director of Orange Grove in meeting local and state standards and in reporting to the State Department of Education concerning this project, which at present is on an experimental basis in Tennessee.

The program for the educable mentally retarded children consists of thirteen classes distributed throughout the school system at the primary, intermediate and junior high school levels. No child is placed in these classes without the consent of the parents, and the visiting teacher continues in a supportive and interpretive relationship as long as he is needed with these families.

At the Cerebral Palsy Center, children receive physiotherapy, speech therapy and an educational program. The center is a cooperative effort of the local chapter of the Tennessee Society for Crippled Children and the city schools, and plans are underway for extending the services to include all children with orthopedic handicaps.

The Junior League Reading Center operates under the University of Chattanooga, and its work in the schools is coordinated by the Director of the Division of Special Services. The school system pays special reading teachers their regular salaries for two-year periods, during which they work in the reading center under the supervision of a qualified director. Thus the center performs a dual role of teacher training and service to children.

The adjustment school, Park Place Junior High School, is a centrally located school for adolescents in the seventh and eighth grades. It was established five years ago because local studies showed that a large percentage of the school drop-outs had lost their interest and had first begun to stay out of school during this period of transition from the elementary to the departmentalized junior high school.

Children are not "sent" to Park Place, but must want to go. In spite of the fact that there is always a waiting list of approved applications, a pupil is admitted only after a careful study of his case indicates that there are achievement, economic, social or personality factors warranting special attention which can hardly be given in the regular junior high school. Whenever a child enters, his teacher is given an evaluation of his ability and achievement, his home background and personality, and she participates in the decision to admit him. The small faculty works closely together under the leadership of a well-qualified and understanding principal in evaluating each pupil's progress and adjustment.

With enthusiastic support from the school administration, teachers, service groups and the community at large, the program of special education in Chattanooga has grown rapidly in the last few years. While it is at present meeting the needs of no more than half of the exceptional children in the school population of 25,000, there is a basic psychology and social work. Further development of the program depends upon funds for expansion and the availability of trained personnel.



provisions for exceptional children

in New York City

School buildings, rooms and facilities must be tailored to fit the child's special needs

by MORRIS NELSON SACHS

THE CITY OF NEW YORK is faced with the same pressing need for new schools that confronts almost every part of the country today. The problem, however, is not merely one of adding more buildings to the existing school plant or replacing some inadequate structures currently in use. To be effective as an instrument for education, a school building must be designed and equipped primarily for the benefit of all the children who are to be housed and taught in it. The boys and girls for whom we plan our schools may be bright, or talented, or slow to learn; strong-bodied or handicapped, or physically ill; mature, or maladjusted, or emotionally disturbed. This wide range of abilities is being recognized in the provision of buildings, rooms and facilities which are being tailored to fit the educational needs of all.

At the present time, handicapped children with physical, mental, emotional or social problems receiving special educational services in the public schools in the City of New York total about 22,000. There are today

257 health conservation classes in elementary and junior high schools with a combined register of approximately 3,300 children. These classes have been organized in various schools as cardiac, orthopedic, lowered vitality or cerebral palsy units depending on the needs of the local communities. Ninety-five classes of disabled children in hospitals and convalescent homes are being operated as so-called "400" schools with a total enrollment of about 1,300.

In addition, more than 1,600 homebound children are receiving their formal schooling away from school in a special program in which a staff of 237 visiting teachers participate. There are, moreover, 86 sight-conservation classes in the city's schools of which number 67 are in elementary schools, 13 in junior high schools, and 6 in senior high schools. For the blind, 11 classes have been organized, 7 in elementary schools, 3 in senior high schools, and 1 in a junior high school. For the deaf, one entire school building accommodating boys and girls in the preschool group through the ninth grade has been staffed and equipped to handle their special problems. At the present time, about 550 pupils in 58 classes make up the enrollment of this unique institution.

The number of mentally retarded children for whom

Dr. Sachs is with the Division of Housing of New York City's Board of Education.



Curriculum needs of exceptional children must be translated into physical facilities of the school plant: in New York City, classroom (on opposite page) is specially designed for pupils with cerebral palsy; ramps placed next to staircases (above, left) aid movement of physically handicapped, as do hand-rails, alcove benches and wide halls (center); provision of tools and equipment for special classes aid in developing coordination and manual skills, as in handicraft class for girls (right).

the public schools are providing special opportunities and services is impressive. Roughly 11,000 boys and girls of low mental capacity (I.Q. lower than 75) have been grouped into almost 700 special classes operating on all levels of the public school system, from elementary through high school. Although this number of mentally retarded children amounts to less than 2 percent of the City's public school enrollment, it represents the largest distinct group of handicapped pupils and thereby raises many issues pertaining to curriculum adjustments, school building construction, teacher training and supervision, school finance, educational guidance and similar subjects.

Pupils with marked neurological and psychogenic disorders and serious anti-social behavior problems pose a difficult problem for the public schools and cooperating agencies. These children in New York City are being cared for in special schools, centers, hospitals and other institutions which have been organized or pressed into service to handle cases of this type. Currently, these facilities, called "600" schools, include 5 special day schools which are providing for the rehabilitation and education of approximately 1,200 pupils, 2 remand centers caring for about 300 children, 4 schools in institutional homes accommodating about 400 pupils and 3 hospital schools for almost 350 deeply disturbed children.

Approximately 60,000 boys and girls with difficult speech problems are another group requiring the special attention of trained personnel and the installation of specially designed rooms and equipment.

The Division of Housing of the Board of Education has the responsibility of planning, constructing, equipping and maintaining the City's educational program

for exceptional children. The Division determines the kind and number of facilities to be provided in a school building for use by exceptional children. The accurate translation of the school program into the facilities of the physical plant cannot be accomplished unless careful consideration is given to the philosophical concepts and objectives of education. The Division of Housing works on the premise that the exceptional child and the normal child are fundamentally similar. Regardless of their positions on a scale of capacity, ability or achievement, children are children, and their differences and deviations from children on other points of the scale are primarily only differences of degree.

In accord with this viewpoint, when designing a school's instructional and auxiliary features and facilities for use by exceptional children, the Division of Housing is guided first by the same concern for the safety, health and comfort of these children as for all other occupants of the school building. This consideration for the physical welfare of the exceptional child may take the form of modified systems of illumination or ventilation, special location and orientation of rooms and arrangement and design of furniture and equipment, different devices for ingress and egress, or the installation of appliances in rooms, halls and other spaces to safeguard children against accident or injury. In its determination to dispel the misconception that exceptional children are in a distinct group by themselves, the Division of Housing strives to incorporate in the plans for the rooms and equipment to be used by classes of exceptional children all those facilities that are provided in classrooms designed for normal children which can also be used to advantage by the handicapped.

in Austin, Texas

Early discovery of deviations, constant re-evaluation of performance

by IRBY B. CARRUTH

THE PHILOSOPHY of the Division of Education of Exceptional Children of the Austin, Texas, Public Schools is that "The school's program should provide for each of its pupils, according to his ability or environment, the opportunity to develop and achieve to his capacity—mentally, physically, socially, normally and spiritually. The school's efforts should be directed to the end that each individual will become an effective member of our American democratic society, capable and desirous of making a definite and positive contribution to that society."

One of the objectives of the division is the early discovery of children with speech, hearing, orthopedic, visual, emotional or intellectual deviations. There is a constant evaluation and re-evaluation of the child through study of the psychological, physical and social information available and the child's progress or performances. This is necessary because of the inadequacies of testing and changes in the child's environment and physical and emotional growth or regressions.

Provisions for special facilities insuring the development of the child's social, emotional, physical and academic growth according to his abilities and individual needs are made through individual and supplementary help for the mentally retarded child and for children with speech, hearing, visual and other physical difficulties. Physical therapy and academic work for the home and hospital-bound children are also provided.

The assistance of related agencies like the Child Guidance Clinic, which helps children maintain their status in school, is obtained. Acceptance of the child is promoted through community education by the division of Education for the Exceptional Children with the assistance of such agencies as the Parent-Teacher Association, Welfare Agencies, University groups and clinics.

Parental acceptance of the child is assisted through parent education and parent-teacher conferences, with the view that guidance during the early years of school life will insure a wholesome mental attitude and greater effectiveness of teaching.

Assistance in helping the child to accept himself is obtained through guidance clinics and welfare agencies, and by the provision of a successful situation.

Progress reports and plans are exchanged between special teachers, special teachers and classroom teachers, special teachers and medical authorities, and principals and other specialists. Guidance begins at the time of the discovery of the pupil's handicap and continues for such time as it is deemed necessary. This may consist of referrals for counseling, vocational rehabilitation, sheltered workshops, medical analyses, social services and institutional placement.

With these objectives in mind, the program has been set up for children who need orthopedic, speech, hearing and vision treatment. Special classes have also been set up for the mentally retarded. The program is city-wide.

One wing of the Casis Elementary School is set aside with special equipment for those needing special treatment in orthopedics, speech, vision and hearing. Instruction is provided for children who are homebound and unable to be transported to the schools. Itinerant teachers in speech and hearing serve children that have difficulties in these fields but attend regular classes in other schools of the city. The mentally retarded classes are divided into primary, intermediate and junior high school divisions. These are placed in schools strategically located in the heaviest residential centers.

Twenty teachers make up the faculty for the division of Education for the Exceptional Children. Of these, two are orthopedic specialists; three, homebound; four, speech; one, hearing; and one, vision. The mentally retarded are taught by nine teachers. In addition to the classroom teachers there are technicians that test for vision and hearing difficulties throughout the city.

The classrooms for exceptional children are placed in regular schools so that the pupils can have the opportunity of being associated with the other children in the school. This is why the wing for exceptional children was placed in the Casis Elementary School. The children eat in the school cafeteria, and when they are not receiving special treatment most of them are able to enter the regular classrooms for further instruction.

Transportation is provided by the Board of Education for thirty-three pupils to the Casis Elementary School and eight pupils to the mentally retarded centers. A majority of the children in the mentally retarded classes are transported by their parents. Only hardship cases are given school transportation. One special education bus and one regular bus provide this transportation.

The Division for Education of the Exceptional Chil-

Mr. Carruth is superintendent of schools in Austin, Texas.

dren operates under the Curriculum Department with the Director serving as executive officer responsible to the superintendent of schools. The supervisor of education for the exceptional children has the duties of general coordination, teacher orientation and curriculum development. In order to have close rapport and working relationship with the parents of the exceptional child, a continuously functioning cabinet has been provided for program development. The cabinet is composed of the Curriculum Director, the consultant in Education for the Exceptional Children, two school principals, two teachers in the division of Education for the Exceptional Children, two interested citizens, one of whom shall be a parent of a child in the program, and a technical consultant from outside the school system.

The Curriculum Director is the executive officer of the cabinet. Recommendations requiring action by the administration are referred to the superintendent. The chief function of the cabinet is to evaluate and improve, assuring constant attention to the program and policy making and preventing the difficulties which arise from "one-man" operation of an enterprise which necessitates widespread cooperation.

Advisory panels recommend admissions

For each major branch of the program a small advisory panel has been established to recommend on admissions, placement and retention of pupils. Final advisory authority rests in these consultant committees which deal specifically with mental retardation, home and hospital programs, orthopedics, speech therapy, hearing problems and vision problems.

Every child brought into the program is considered by the appropriate committee. These committees are called Admissions and Retentions Committees and are composed of pediatricians, psychologists, psychiatrists, ophthalmologists, orthopedists and otolaryngologists. These specialists serve without pay and render invaluable service to the public schools.

The school principals are the line officers for operating any segment of the program of education for the exceptional children in their respective schools. This includes provision of supplies, requests for consultant assistance, requests for pupil transfers and transportation. The principal works directly with the supervisor and the Director of Curriculum in carrying out this overall supervision.

Special effort is being made through in-service training to acquaint all members of the faculty with the philosophy and the program of education for exceptional children. Although this program is comparatively new it has received increasing understanding from principals and teachers of the regular classes. Since the education for exceptional children has been accepted as an integral part of the total school program, it is the philosophy of the Austin schools that the children in these classes should be accepted and receive the same consideration as any other children in the school program.



Physically handicapped pupils, some in wheelchairs, attend special classes in Austin schools.



Special teacher works with hard-of-hearing

Swimming pool is used for physical therapy.



White House Conference Gets Underway as 2,000 Delegates, Representing Education and Public, Meet in Washington

WASHINGTON—As THE SCHOOL EXECUTIVE goes to press, 2,000 educators and laymen, representing business, industry, labor, farm, welfare and civic groups, are assembling in the capital city for the White House Conference on Education.

The meeting, November 28-December 1 at the Sheraton Park Hotel, is part of the federal-state-local program of conferences on education, begun with President Eisenhower's 1954 State-of-the-Union Message, subsequently financed by Congress to the tune of \$900,000, and resulting in activity in 53 American states and territories.

The President has described the program as "unparalleled in history," while U. S. Commissioner of Education S. M. Brownell calls it "the greatest study by citizens of their schools in the annals of public education in the United States."

Critics have objected to the conferences on the ground that its supporters "would delay the progress toward better education insisting we must wait until the states are in a position to solve their individual financial problems," in the words of CIO Education Director Stanley Ruttenberg.

All hope for action

All, however, from those in favor of absolute state responsibility to advocates of federal support, are joined in the hope that the delegates to state and White House conferences will use the findings of these meetings as ammunition for legislative and other activity in meeting education's needs.

The White House conference will give its attention to six major questions of vital importance to education today. These are:

1. What should our schools accomplish?
2. In what ways can we organize our school systems more efficiently

Complete news coverage of the White House Conference on Education will appear in the January issue of THE SCHOOL EXECUTIVE, as well as an analysis of the reports and potentialities of this national meeting by Director Clint Pace.

and economically?

3. What are our school building needs?
4. How can we get enough good teachers—and keep them?
5. How can we finance our schools—build and operate them?
6. How can we obtain a continuing public interest in education?

The conference will focus primarily on the elementary and secondary levels, because the most immediately pressing problems are found there at present.

Every delegate to the national meeting has received study guides on the six main subjects to stimulate thinking in this direction.

Study guides prepared

The guides were prepared by six subcommittees of the President's committee organizing the conference, under the chairmanship of Neil H. McElroy, president, Procter and Gamble Company.

Finis E. Engleman, Connecticut commissioner of education, and vice-chairman of the President's committee, has been appointed chairman of a subcommittee arranging the

physical setup of the conference.

Dr. Engleman has announced that the conference has been organized to give every delegate an opportunity to discuss and advise on each of the issues.

The opening session on Monday evening, November 28, will feature an address by Vice President Richard M. Nixon.

Beginning the next morning, the delegates will spend six half-days analyzing and discussing each of the six problems and reaching consensus judgments on each.

Each half-day discussion session will be devoted to another of the problems. After a keynote address, the 2,000 delegates will reassemble in discussion groups of ten each.

Each group will attempt to summarize its judgments and reach conclusions. The chairmen of the small discussion groups will meet later to refine and harmonize the findings of all.

Summaries released

Reports of each of these summary groups on each of the problems will be announced to the whole conference as they are completed.

Talks by Marion B. Folsom, Secretary of Health, Education and Welfare, and by Dr. Brownell will close the conference.

After the meeting, the White House committee will prepare its report to the President. This will be based on:

1. reports from state conferences,
2. data gathered by White House subcommittees and staff, and
3. findings of the White House conference together with its most considered judgments.

According to conference Chairman Neil H. McElroy, "... We may

find that the most important result will be an increased awareness of the educational problem on the part of businessmen, other public leaders and citizens."

AASA Votes by Mail For President-Elect

WASHINGTON—AASA's 10,114 members will ballot by mail this month for the president-elect of their organization.

They will choose one of the following superintendents of schools to serve a one-year term as president-elect and then succeed to the presidency on March 15, 1957:

Omer Carmichael, Louisville; Philip J. Hickey, St. Louis; C. C. Trillingham, Los Angeles.

School Business Officials Meet



Alfred C. Lamb, director of buildings and grounds, Wayne University and ASBO consultant for 1956, helps register (l. to r.) Robert D. Orcutt, U. S. Office of Education; Ralph E. Boswell, Harrisburg, Pa., and Louis C. Young and H. S. Zepp, both of Massillon, Ohio, at the 41st annual convention of the Association of School Business Officials of the U. S. and Canada (see story below).

ASBO Convention Asks More Research In Educational Business Management

CHICAGO—Members of the Association of School Business Officials of the United States and Canada, meeting here in October for their 41st annual convention, asked their organization to undertake more research activities in the fields covered by educational business management.

Earlier, research committee chairmen reporting to the convention had urged, almost without exception, increased support for further research.

Over 900 educational business officials, school administrators, professors of education and business administration, etc., attended the five day convention.

It was announced that ASBO now has a total membership of nearly 2,000, three times as many as it had ten years ago.

New accounting handbook

The convention learned that a new national accounting handbook is now being prepared by ASBO in cooperation with the U. S. Office of Education, AASA, National Council of Chief State School Officers, Department of Rural Education of NEA and National Association of School Boards.

The purpose of the handbook is to provide an efficient administrative tool for use on the local level, which will also allow uniform financial reporting at state and national levels.

The final draft of the handbook

will be presented for official adoption at the 1956 ASBO convention in Washington, D. C. Other participating agencies will take similar action so that the Office of Education can start printing the book early in 1957.

Other features of the convention were reports by special ASBO committees; reading of papers at section meetings on schoolhouse planning and construction, purchasing, and maintenance and operation; and round tables on transportation, cafeteria, student body expenditures, personnel and insurance.

Daley greets group

Addressing the convention were Chicago Mayor Richard J. Daley, who greeted the group; Paul J. Misner, superintendent of schools, Glen-coe, Ill. and president-elect, AASA; A. D. Holt, vice-president, University of Tennessee, and Walter Johnson,

Foster Heads ASBO

BLOOMFIELD, N. J.—Charles W. Foster, business manager and secretary, Thornton Township High School and Junior College, Harvey, Ill., has been appointed executive secretary of the Association of School Business Officials of the U. S. and Canada, announced Frank J. Hochstuhel, Jr., ASBO president and business manager, board of education, Bloomfield, N. J.

Dr. Foster succeeds Harley W. Anderson, Kalamazoo, Mich. Mr. Anderson, who headed the organization since 1946, is unable to carry on for reasons of health.

Coincidental with Dr. Foster's appointment, the headquarters of the organization will move from Kalamazoo to Chicago, Mr. Hochstuhel added.

chairman, Department of History, University of Chicago.

In speaking of the possible results of the White House Conference on Education, Dr. Misner presented an optimistic outlook toward potentialities growing out of the national

meeting, scheduled for November 28 to December 1, in Washington.

Whereas schools used to be the concern mostly of school officials and educators, the White House Conference has stimulated millions of citizens to take an interest in better education for America's children, Dr. Misner declared.

The AASA president made several predictions based on possibilities of this new citizen interest and on other trends in education:

1. Educators can expect increased demand from the public for more health and guidance services.

2. The teacher shortage will not be solved in the next decade, although there will be a stress on more and better-trained teachers.

3. The near future will see practical elimination of small, uneconomical, inefficient school districts, with

a new type of district emerging based on a "natural community unit not restricted by traditional geographic and political lines."

America's expanding economy assures that "we will have all the money we will need for our schools in the next ten years," but we must find ways to get it, Dr. Misner declared.

Fundamentals and jobs

In discussing the function of the schools, Dr. Holt declared that they should provide each student with the basic educational and cultural fundamentals, as well as prepare him for a vocation.

The University of Tennessee vice-president emphasized that the schools should also teach students to distinguish between right and wrong. The good teacher is a determining influ-

ence on this score, he added.

The public will give its support to school systems which offer this type of program, Dr. Holt declared.

Speaking on current U. S. foreign policy, Dr. Johnson urged the United States to understand the needs and problems of the rest of the world, particularly Asia.

Presiding at the convention was President Frank J. Hochstuhel, Jr., secretary, board of education, Bloomfield, N. J.

New officers elected at the convention include J. Wilbur Wolf, business manager, Omaha public schools — president; Andrew C. Hutson, assistant business manager, Knoxville, Tenn., public schools — first vice-president; J. Harold Husband, director of administrative services, Grosse Pointe, Mich., public schools — second vice-president.

Special Services in Intermediate Unit Discussed by Rural Superintendents

SAN DIEGO, Calif.—Special services for America's rural schools were in the spotlight here as more than 700 superintendents from the 48 states met in October for the Tenth National Conference of County and Rural Area Superintendents.

Special emphasis was given during the four-day meeting to the type of services provided through the intermediate school unit, administered under the executive officer of a cooperative board.

These included provisions for speech therapy, remedial reading and for exceptional children in need of psychiatry, as well as provisions for gifted students who require enriched school experiences.

Discuss program aids

A section of the conference was devoted to such aids as psychological testing, audio-visual materials and library services.

The various areas of education explored included health and physical education, curriculum development, in-service training of teachers, pupil personnel and teacher recruitment.

The conference program was arranged by Ernest W. Barker, superintendent of schools, Pottawattamie County, Council Bluffs, Iowa, and

president, Division of County and Rural Area Superintendents, NEA.

C. C. Trillingham, superintendent of schools, Los Angeles County, and Irving R. Melbo, dean, School of Education, University of Southern California, presented the results of a study initiated two years ago when the California Association of School Administrators appointed Dr. Trillingham chairman of a committee to study the "proper role and relationship of the state, county, and local district in public education in California."

The report, subsidized in part by the Pacific Southwest CPEA, called for a major revision of the entire structure of school organization in the state. It recommended a lay intermediate board having among its responsibilities the appointment of



Superintendents Charles Boshm, Bucks County, Pa., and Alvin Rhodes, San Luis Obispo County, Calif., go over the work of their Commission on the Intermediate Administrative Unit.

the intermediate superintendent.

The qualifications of the intermediate superintendent, other than those established by law, and his salary should be set by the board, the study further recommended.

President Barker described the development of the local intermediate units in Iowa. He reported that the re-organization is spreading rapidly and that patrons find well planned reorganization resulting in broader and richer educational programs at a lower per pupil cost.

Arthur F. Corey, executive secretary, California Teacher's Association, in an address on the social sig-



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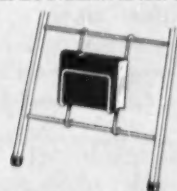
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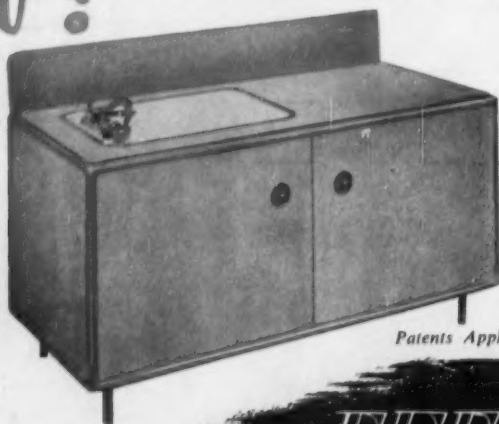
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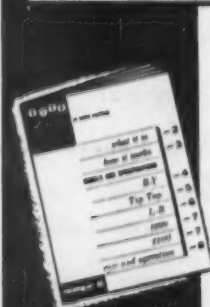
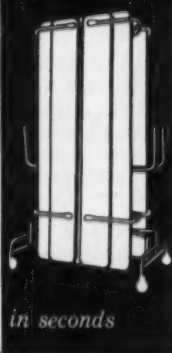
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SPOTLIGHT

nificance of teaching, warned that "if public education is to be an efficient equalizer, the resources of the country must be efficiently mobilized in its support. This means local, state, and federal participation. . . .

"There is nothing inherently dangerous about federal subsidies. History proves that subsidies bring control only when control is planned and desired, and control can be avoided when it is undesirable."

In the final session of the conference, John C. Whinnery, superintendent of schools, Montebello City, California, proposed a chart for the course of education in the increasingly complex social, political and scientific world in which the school now finds itself.

To get down to reality, Mr. Whinnery asked that the people of the community and the neighborhood be involved in a problem leading to understanding and participation—understanding of the problems and participation in the final solutions.

Support federal aid

The conference urged the White House Conference on Education to bring to the attention of the American people the critical situation in education and the immediate need for financial support of public schools at all levels—local, state, and national.

Another resolution asked Congress "to establish the U. S. Office of Education as an independent agency . . . free from the controls of partisan politics . . ."

The Office of Education was requested to develop and distribute "regular and comprehensive reports on rural education."

The conference asked teacher-education institutions to include the problems and programs of the intermediate unit in their courses for student teachers.

The following officers were elected: W. F. Loggins, superintendent, Greenville County, S. C., first vice-president; L. M. Dimmitt, superin-

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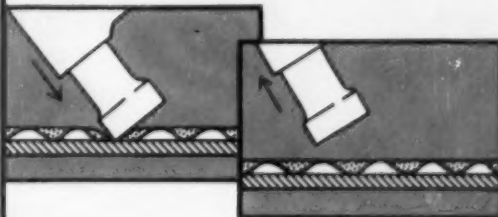
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CONTAINS *No* WAX



**ELASTIC REACTION TO IMPACT
PREVENTS CRACKS, BLEMISHES**

Tough-Sheen is a special, wax-free resin blend that actually forms a resilient double coat. Next to the floor, a coat of A.C. Polyethylene forms which acts as a cushion for the tough, glossy top coat. Impact of players and equipment is absorbed and top coat springs back without cracks or blemishes.

Superior Products Produce Superior Results

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CRAYOLA®—the universally preferred crayon. Comes in 48 colors. Also available in extra large size.



ARTISTA® Water Colors—sensational new improved formula brilliant in color and effectiveness.



ARTISTA® Powder Paint—highly attractive for its intense, velvety colors and great economy.



ARTISTA Tempera—extensively used for arts and crafts projects. Combines effectively with CRAYOLA Crayon.



GENIE HANDIPAINT®—all-purpose dry color used for screen printing, finger, brush and tool painting.



FREE Catalog containing Minimum List of Art Materials for All Grades—sent on request to school administrators. Write Dept. SE-125.

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SPOTLIGHT

tendent, King County, Seattle, second vice-president.

Harry Gross, division superintendent, Nassau Co., Mineola, N. Y., who was elected president by mail ballot last summer, assumed the duties of that office as the conference closed.

The conference will meet October 14-17 next year, in Atlanta, Ga. Denver was chosen 1957 site.

Tuttle to Receive 1956 American Education Award

CHICAGO—Edward M. Tuttle, executive secretary of the National School Boards Association since 1949, has been chosen to receive the American Education Award for 1956.

This award is presented annually at the AASA convention by the Associated Exhibitors of NEA to an outstanding leader in the field of education.

Last year's winner was Norman

Vincent Peale, minister, Marble Collegiate Church, New York City, and author of the best seller, *The Power of Positive Thinking*.

Administration Will Ask for School Bldg. Aid—Folsom

SYRACUSE, N. Y.—The Eisenhower Administration will continue to press Congress for passage of school construction legislation, Marion B. Folsom, Secretary of Health, Education and Welfare, said here recently.

In discussing the forthcoming White House Conference on Education, Mr. Folsom promised that his department will submit new plans for education to Congress, based on the information that will emerge from the national meeting in Washington, November 28-December 1.

The Secretary thinks educators have overplayed the "sour note" in regard to their public schools.

"We have become so engrossed in our shortcomings . . . we almost fail

SE-291

School favorites for more than three decades

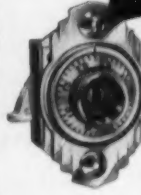
DUDLEY RD-2

Rotating Dial Combination Padlock

This popular padlock will take years of student abuse. Dependable, rust-resistant mechanism is self-locking . . . tumblers spin, dial whirls off last combination number when strong steel shackle is pushed home. Enamelled dial has 40 divisions, 64,000 possible combinations.

DUDLEY S-540 Built-in, master-keyed lock with 15-second combination change

This precision-engineered locker lock gives outstanding protection plus the timesaving convenience of quick combination change.

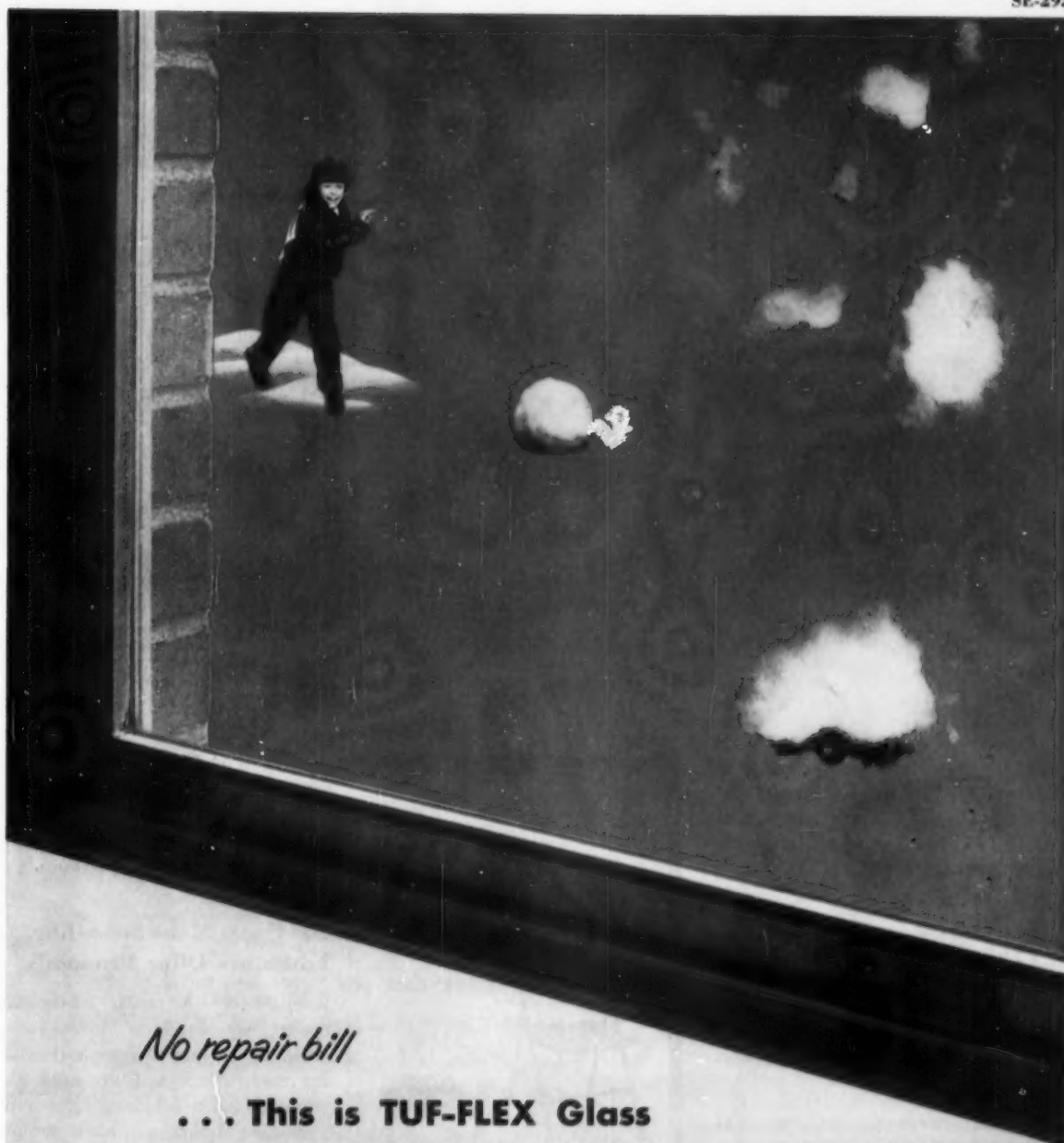


Dudley padlocks and built-in locks, with master key or master chart control, set the standard for school locker protection. Write for Catalog Folder.

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It's a wise investment to glaze *all* school windows in vulnerable spots with *Tuf-flex*® Tempered Plate Glass.

Tuf-flex is three-to-five times stronger than regular plate glass of the same thickness. In fact, a ½-lb. steel ball dropped ten feet on a piece of ¼"-thick *Tuf-flex*, bounces right off. And quarter-inch *Tuf-flex* is made of L·O·F twin-ground Parallel-O-Plate Glass, the clearest, finest plate glass made in America.

For complete information, contact your L·O·F Distributor listed under "Glass" in the phone book. Or write to Libbey-Owens-Ford Glass Company, 608 Madison Avenue, Toledo 3, Ohio. ®



TUF-FLEX tempered plate glass
LIBBEY·OWENS·FORD *a Great Name in Glass*

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It's
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Exceptional strength is but *one* reason seating experts insist on Samsonite. Another is the Bonderized "automobile" finish that resists scratches, scuffs, and rust...looks new for years! No wonder Samsonite is America's public seating favorite, by millions!

Only Samsonite gives you all these **EXTRAS AT NO EXTRA COST!** Easy, one-finger folding • Safety-Guard Hinges • Compact storing • Posture-Curved Comfort • Won't tilt or wobble • Bonderized to resist rust • "Automobile" finish • Low in cost.

SPECIAL QUANTITY PRICES from your Samsonite Distributor; or write us. Ask for our new *Free* book: "How to Save Money on Public Seating."

WRITE FOR SAMPLE CHAIR on your letterhead. Try it, test it. No obligation.

LOOK FOR THIS SEAL on the back of your folding chairs. It identifies a genuine Samsonite chair.



Samsonite

...the folding furniture that's **strongest...lasts longest!**

SHWYDER BROS., INC., PUBLIC SEATING DIVISION, DEPT. F6, DETROIT 29, MICHIGAN
Also makers of famous Samsonite Luggage...Card Tables and Chairs for the Home...Classroom Furniture



NEW LOW COST FOLDING CHAIR has compound curved back and 5-ply wood seat for extra durability. Newly designed seat support of rugged tubular steel, same as the frame, insures extra strength and serviceability. Model #2075 — folds thin, stores compactly.



SAMSONITE SPRING-CUSHION FOLDING CHAIR. Genuine *no-sag* springs for years of easy-chair comfort. Electrically welded for super strength. Upholstered with extra sturdy Samsonite vinyl! Model #2900.

SPOTLIGHT

to note our progress," he said.

"Now I think this discussion about our educational shortcomings is all to the good. . . . In a democracy, our educational system will reflect precisely the concern and the desires of our people."

Ed Policies of HEW Dept. Are Being Re-evaluated—Hunt

WASHINGTON—The educational policies of the Department of Health, Education and Welfare are now undergoing re-evaluation, Herold C. Hunt, department undersecretary, declared recently.

"Opinions of educators and laymen alike are being solicited and carefully considered. To this exhaustive study, the thinking of the White House Conference on Education will contribute a genuine expression of the concerns and the convictions of the American people.

"Such a process, coupled with a determination that educational needs must and can be met, augurs well both for education and for the perpetuation and advancement of our American ideals and aspirations."

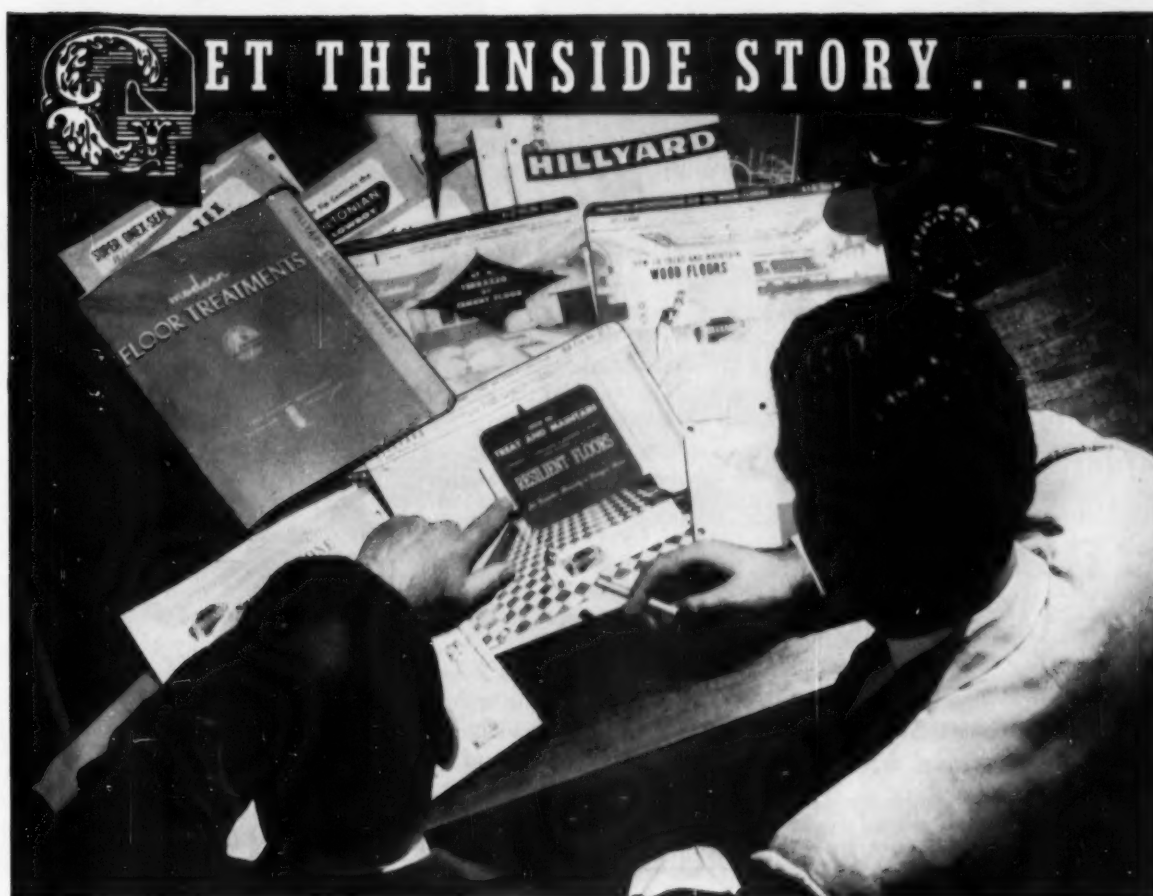
Ike Urges More Schooling, Educators Offer Proposals

WASHINGTON—A recent off-the-cuff remark by President Eisenhower, about the increasing complexities of the modern age and the need for more and better education to prepare youth for it, brought forth nationwide proposals for a better-educated generation.

The President himself indicated that an additional year should be provided in high school and in college to attain this goal.

Some educators, meanwhile, proposed that adding two months to each school year instead of another year to the high school was a more practical means of meeting the needs of youth for the complicated life of the atomic age.

It would cost less, and would permit a two month increase in teachers salaries, while the five



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Skates on How to Start

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SPOTLIGHT

year plan of strengthening education would be more likely to decrease than increase salaries, and would further complicate the already serious shortage of teachers, they feel.

Meanwhile, Colgate Darden, president, University of Virginia, expressed the opinion that college courses need not be extended to five years to give students the education they need today. He was in agreement with a group of college presidents surveyed by the Washington *Post and Times Herald*.

Most of the executives of higher institutions felt that scholastic attainments could be greatly improved by more cooperation between secondary and higher education.

"If high school work is strengthened, we can take students further in college—not with the addition of time, but with the addition of quality," Dr. Darden said.

Nearly all educators agreed with the President, however, that both

high school and college students these days need more education.

NEA Defense Group Analyzes Kansas City Supt. Turnover

KANSAS CITY, Mo. — After the schools of this city lost three superintendents within nine years, the Kansas City Association of Community Councils and the Teachers Cooperative Council, supported by the executive board of the Missouri State Teachers Association, asked the NEA Defense Commission to look for a burr under the saddle.

The resulting report is a veritable course in educational administration, useful, not only in the city where the study was made, but in others where the lines of demarcation between responsibility of the board of education and those of the superintendent of schools and his staff are not clearly drawn.

No recommendation was made by the Commission for the reinstatement of Mark W. Bills, whose contract was not renewed by the Board of Educa-

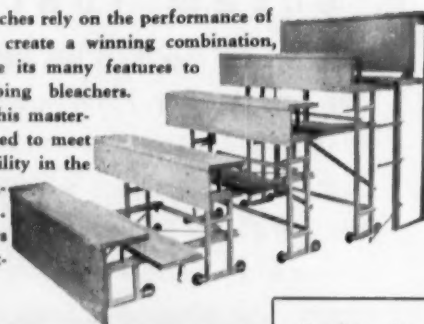
SE-296



PERFORMANCE OUTSTANDING!

As coaches rely on the performance of each player to create a winning combination, so does Leavitt combine its many features to perfect the finest in telescoping bleachers.

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Knockdown Portable Wood Bleachers • Portable Steel Grandstands • Add-A-Seat Permanent Steel Stadiums • Compare Feature for Feature • Leavitt's ALWAYS the Bleacher.

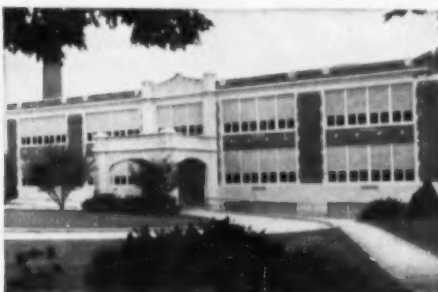
LEAVITT bleacher Co.

208-220 GRIGGS ST., URBANA, ILL.



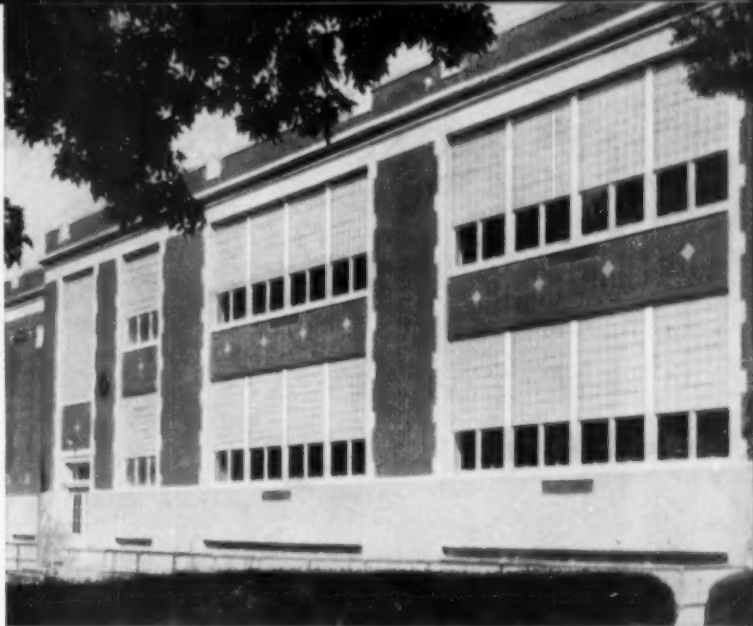
BEFORE

Worn sash let in wintry blasts. Teachers had to continually adjust shades to cut glare. Natural light in rooms was cut and the school presented a patchwork appearance from unevenly adjusted shades.



AFTER

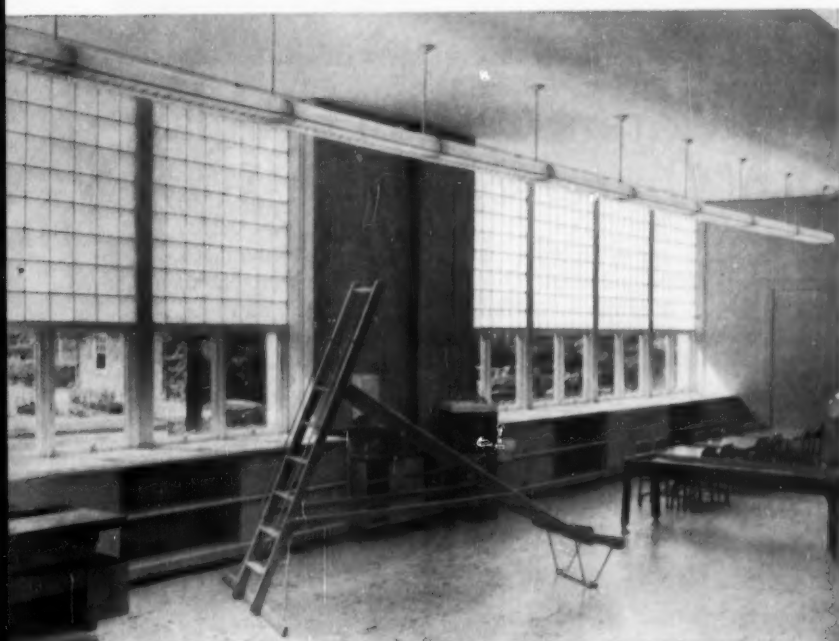
See how Owens-Illinois Glass Block improve the appearance of the school. Glass block panels insulate so efficiently and daylight so effectively, heating and lighting costs are cut.



Muhlenberg Brothers, Architects.

New panels of glass block have practically eliminated maintenance costs. Glass block won't rust or rot, are hard to break. What a change from the old windows which needed constant, expensive maintenance and did not provide healthful daylighting throughout classrooms.

Owens-Illinois Glass Block solved a maintenance problem while providing better light



With panels of glass block, daylight is directed upward and diffused over all parts of the schoolroom all day long. The combination of light-directing glass block and vision strip keeps brightness at comfortable levels, provides vision and ventilation. Excessive glare and harsh contrasts are eliminated.

The Wyomissing School at Wyomissing, Pa., was in the same condition as hundreds of other schools across the country. Window sash were worn out and maintenance was a continuous, costly job. Glare, harsh contrasts and inadequate light were big problems.

Replacement with panels of Owens-Illinois Glass Block solved their problems. If you are in the process of remodeling old structures, or building new ones, don't overlook the positive advantages—maintenance economies, better seeing conditions—that panels of glass block bring. For complete information write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. SE-12, Toledo 1, Ohio.

Send for this free booklet filled with case histories

Send for this free booklet and see how sash replacement with modern-looking, cost-cutting Owens-Illinois Glass Block panels has worked for schools throughout the country. Write to address above.



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SEAFARING GYMNASIUM BLEACHERS?

NOT QUITE!



But Even 6-ft. Flood Waters Couldn't Impair the Easy Operation of *Universal* Roll-A-Ways

Ease of operation is a *very* important item to consider when selecting folding bleachers for gymnasiums. That's why you should be especially interested in this experience of Geo. Bistline, Principal, East Indianola School, Topeka, Kansas: "In July, 1951, this city suffered the worst flood in its history. Flood waters were six feet deep in

our gymnasium. Much equipment was damaged beyond repair. Our gym floor had to be replaced. The *Universal* Roll-A-Way Bleachers, however, withstood several days under water without serious damage. After the mud had been washed off and the boards refinished, we were pleased to find that our bleachers operated as easily as before. Since that time we have used the bleachers constantly during the school years and have never had any cause for complaint."

This Experienced Man

... Bennie Bubbs of Bennie Bubbs & Associates, Topeka (covering Kansas) ... is one of many *Universal* representatives throughout the nation who will be glad to show you the superior advantages of *Universal* Roll-A-Way Bleachers. Don't hesitate to call for the representative in your area.



Perhaps your gymnasium will never be flooded, but that means even greater assurance of easy bleacher operation under all conditions if you select or specify *Universal* Roll-A-Ways. You'll be sure of maximum spectator seating comfort, too. Write today for free catalog.

UNIVERSAL BLEACHER COMPANY

Champaign, Illinois • Representatives in principal cities

SPOTLIGHT

tion last spring.

Dr. Bills is now superintendent of schools at Peoria, Ill.

ACE Discusses Enrollment Effect on Standards

WASHINGTON — Overcrowding and teacher shortages, two problems hitting colleges and universities as they are elementary and secondary schools, were much in the spotlight at the recent annual meeting here of the American Council on Education.

Forecasts of college enrollments within the next 20 years had present figures doubled, and possibly tripled.

A lively discussion arose between those who would slow down the flood of enrollment by raising standards, and those who feel higher education has a responsibility to educate as many students as possible.

Cornelius W. de Kiewiet, president, Rochester University, Rochester, N. Y., spoke for the latter group.

Dr. de Kiewiet said all American educational institutions should have common objectives and responsibilities and that they should cooperate in trying to offer the best education to as many Americans as possible.

New teaching methods

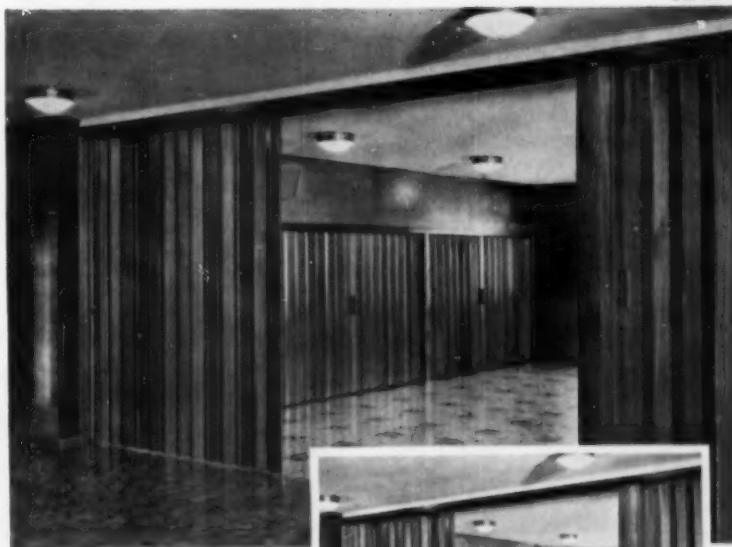
President Oliver C. Carmichael of the University of Alabama also expressed his concern over maintaining high standards in spite of larger classes in years to come. His solution was the development of new teaching techniques.

One such technique which participants heard described was the use of closed circuit television to bring the teaching talent possible to crowded college classrooms.

Huston Smith of Washington University, St. Louis, reported on experiences in what was called "teaching to a camera."

One study group reported to the delegates that 250,000 new college teachers will be needed by 1970, but that only one-half that number are now being trained.

Council president Arthur S.



A problem with a solution... $H \div P = C +$

Your mathematics department probably would state it thus: $H \div P = C +$ (or Halls divided by PELLA WOOD FOLDING DOORS equal More Classrooms). It's the answer to today's problem of too many pupils for too few classrooms.

PELLA DOORS are actually "folding walls"! Large areas such as study halls, cafeterias, and large classrooms can be divided within that interval between classes and re-opened just as quickly and easily... PELLA DOORS also make excellent cloak-room and storage space closures as there is no "door-swing" with which to contend.

PELLA WOOD FOLDING DOORS are of solid wood panel construction—spring-hinged for feather-touch operation. Available in beautiful veneers of selected birch, oak, pine, and Philippine mahogany, either finished or unfinished. When closed, PELLA DOORS possess excellent acoustical characteristics and have been tested by Armour Research Foundation's Acoustical Laboratories for their sound-retardant properties. PELLA DOORS are pre-fitted and factory-assembled for quick, easy installation.

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GENTLEMEN: Please send FREE literature showing how to use PELLA WOOD FOLDING DOORS and name of nearest Pella dealer.		NAME _____	
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Adams, discussing the rising tide of college students, asserted that it need not mean any watering down of standards. However, he listed these four essential improvements which he said are needed:

1. more effective counseling and

guidance early in college.

2. closer tailoring of courses to individual aptitudes.

3. better methods of providing for higher education.

4. removal of financial and other obstacles.

In another area, a panel discussion group concluded that current curricu-

(Continued on page 92)

"Banjo" School is Dedicated



George W. Wingate High School, Brooklyn, New York, which was dedicated October 27, is more popularly referred to as the "banjo" school because of its unusual design. A circular academic wing houses classrooms, auditorium and cafeteria. The rectangular wing, adjacent to the circular core, houses science and shop rooms and the library. The first high school built in New York City in thirteen years, Wingate will accommodate approximately 3,300 students.

SE-301



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For the first time—your school can enjoy the tremendous advantages of the PRESTO Pirouette turntable...which has created a sensation in the professional field.

A truly revolutionary mechanism, the Pirouette offers quality reproduction of sound...plus incredibly simple operation...in a modestly priced turntable that fits easily into school budgets.

Feature for feature, the Pirouette proves its superiority! Compare—you'll see why this turntable is considered the crowning achievement of PRESTO—world's largest makers of precision recording equipment.

- Improves record performance immensely — gives your sound system professional quality.
- Has super-streamlined 3-speed shift—a simple sideways flick selects 33 1/3, 45, 78 rpm.
- Revolutionary design—3 idler wheels mounted on single movable plate—insures trouble-free operation.
- Famous quality features—extra heavy weight, wide bevel, cast aluminum 12" table, covered in non-slip cork.
- Built to take hard knocks of school use—constructed by professionals from finest materials.
- Simple to install—only rectangular cut-out needed. Simple to incorporate into your present sound system. **only \$53.50**

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Compare this superb tape recorder value with anything else on the market. SR-27 has PRESTO'S famous 3-motor drive...separate record, erase and playback heads...fast forward and rewind. No take-up clutch. No idler pulleys. Complete with A-920 amplifier (preamp equalizer and 10 watt amplifier) only \$588.



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Take a tip from the guy who knows:



More and more architects, school boards and school executives are specifying Kreolite Flexible Strip End Grain Wood Block Flooring for school activity centers where floors really take a beating.

For only Kreolite combines the beauty of natural finish woods with the rugged durability of end grain construction to provide flooring that with-

stands the constant abuse common to school gymnasiums and vocational shops.

Resilient Kreolite is economical to install, easy to maintain.

You, too, can realize the benefits from this remarkable flooring material. Just fill out the coupon below.

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Please send me a free sample and complete specifications of Kreolite Flexible Strip End Grain Wood Block Flooring.

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SPOTLIGHT

lums, both in high school and college, are not doing enough to challenge brighter students. Many able students are not being taught enough to match their abilities, the educators asserted.

One solution offered was the establishment of more advanced courses in high schools to enable students to prepare for faster college learning.

Katharine E. McBride, Bryn Mawr

College, was elected council chairman for the coming year, the second woman in the Council's history to hold that post.

Kellogg Fund Supports Studies in Southwest

AUSTIN, TEXAS—The W. K. Kellogg Foundation has granted \$55,200 to The University of Texas to support an intensive effort for better school administration in the Southwestern

United States during the next four years.

At the same time, the Foundation has set aside \$45,000 to finance a three year study of the school principalship.

Tax Experts and Educators Disagree on Federal Aid

PRINCETON, N. J.—Tax authorities and public officials meeting here recently for the 23rd annual symposium of Tax Institute, Inc. debated vigorously the role of the federal government in providing funds for education.

All agreed that mounting enrollments, mobility of population and salary increases will add to school costs in the years ahead, but disagreed as to whether federal aid was one solution to meet the problem.

A greater share must be met via federal funds, declared Edgar Fuller, executive secretary, Council of Chief State School Officers.

This view was rejected by Carter W. Atkins, executive director, Connecticut Public Expenditure Council.

Mr. Atkins asserted that "state funds are adequate," and "federal funds would be followed by federal control."

State aid discussed

The symposium also agreed on principles of equalized state aid for a foundation program, as explained by A. W. Schmidt, assistant commissioner of education, New York State, and William Miller, professor of law, New York University.

Some symposium participants, however, remarked that organized tax groups tend to oppose increased state aid also.

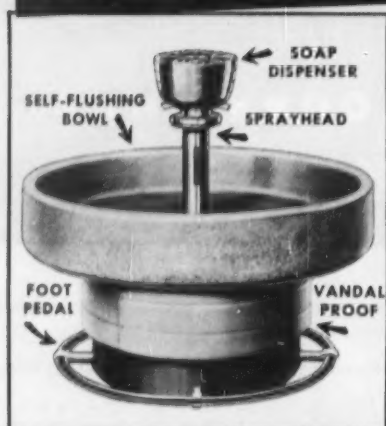
Other speakers discussed financing of capital outlay and personnel needs.

Almost 100 tax authorities and public officials attended the institute, which had as its theme financing education in the public schools.

Tax Institute, Inc. is an information agency devoted to the study of public finance problems.

Its president is Alan L. Gornick, Ford Motor Company, and its executive director is Mabel Walker.

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MORE PARTICULAR
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At one 54-inch Bradley, groups of up to 10 wash simultaneously. No fear of faucet contacts, for a sprayhead (foot-controlled) serves clean, running water to each.

Write today for Catalog 5204.

Less chance of spreading infection if washrooms have **BRADLEY WASHFOUNTAINS**

Throughout the land in new and remodeled washrooms, sanitary group-type Bradley Washfountains have become the national standard. Water supply served by the central sprayhead is controlled by the handy foot-control ring. There are no faucets to touch, water supply is instantly cut off when students leave, and the bowl is self-flushing to prevent collection of contaminating dirty water.

Bradley Washfountains are nationally advertised in *Fortune* and *Time* as well as in *Architectural*, *Building*, and *Scholastic* magazines.

Bradleys make savings in space, installation and water consumption. Piping connections are reduced 80 per cent since only one set of piping connections is required for each 10-person Washfountain... For complete data, write for Catalog 5204 today. **BRADLEY WASHFOUNTAIN CO.**, 2233 West Michigan Street, Milwaukee 1, Wis.

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SE-303





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Do you have this new HUNTINGTON AID for your maintenance men?

Here is a booklet your men will find invaluable day after day . . . saving time . . . saving trouble . . . saving expensive floors. It tells how to remove stains from all types of flooring. The methods are easy to understand. Directions are simple to follow. It tells what to do *and what to*

avoid. Cleaning materials are described and complete directions for their use are given.

It is a complete and useful handbook of methods that has been needed for years. Now it is yours free on request. There is no obligation. Mail coupon below or write on your letterhead today.

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OVER
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DIFFERENT
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TOOLS

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Conference Calender

FEBRUARY

16-18, National School Boards Association, Atlantic City, New Jersey.

16-18, Annual Convention, American Association of Colleges for Teacher Education, NEA, Chicago.

18-23, National Convention, American Association of School Administrators, NEA, Atlantic City, New Jersey.

18-23, Annual Meeting, Department of Rural Education, NEA, Atlantic City.

25-29, Fortieth Annual Convention, National Association of Secondary-School Principals, NEA, Chicago.

MARCH

5-7, Eleventh Annual National Conference, Association for Higher Education, NEA, Chicago.

7-10, Department of Elementary School Principals, NEA, Denver.

12-17, Department of Audio-Visual Instruction, NEA, Detroit.

14-17, Fourth National Convention, National Science Teachers Association, NEA, Washington.

19-23, Association for Supervision and Curriculum Development, NEA, New York City.

22-25, Thirty-Sixth Annual Convention, National Association of Deans of Women, NEA, Cincinnati, Ohio.

25-30, American Association for Health, Physical Education and Recreation, NEA, Chicago.

APRIL

1-6, 1956 Study Conference, Association for Childhood Education International, Washington.

8-10, Midwest Regional Drive-In, AASA and NEA Department of Rural Education, Omaha.

10-14, Annual Convention, International Council for Exceptional Children, NEA, Minneapolis.

13-18, Music Educators National Biennial Conference, NEA, St. Louis.

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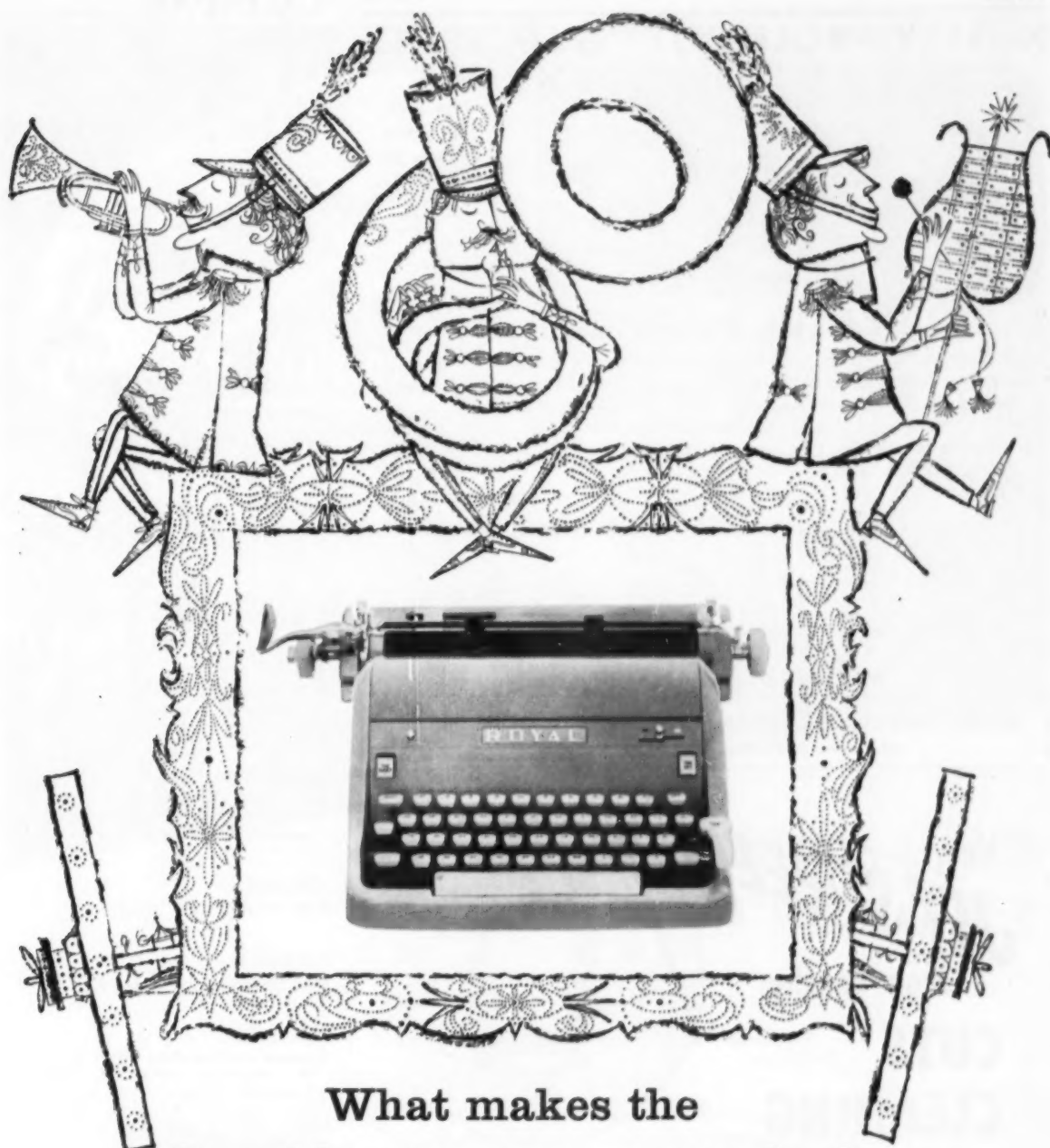
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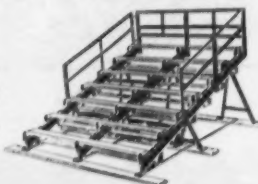
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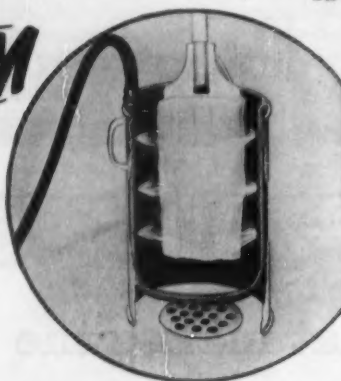
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CALENDAR

15-17, Southwest Regional Drive-In, AASA and NEA Department of Rural Education, New Orleans.

MAY

20-23, National Congress of Parents and Teachers, San Francisco.

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Buy Christmas Seals

CONFERENCES on education

ALABAMA

2,000 community conferences held before state conference, the date of which is under consideration.

ARIZONA

Held April 25-26. Regional conferences followed, with second state conference October 17-18.

ARKANSAS

Held October 4.

CALIFORNIA

Held September 29-October 1.

COLORADO

Regional meetings held before April 30; statewide conference held September 12-13.

CONNECTICUT

Held Nov. 30-Dec. 1; six regional conferences in April and May, second state conference in December.

DELAWARE

Held October 8.

FLORIDA

Held September 28-29.

GEORGIA

First of two state conferences held September 14-16; second for Negroes, September 30-October 1.

IDAHO

Held September 26-27.

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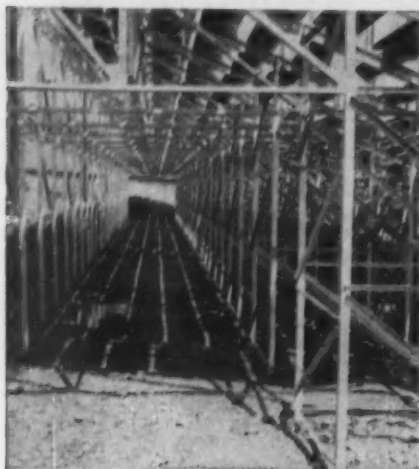
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CONFERENCES

ILLINOIS

Held September 29-30.

INDIANA

Held October 25.

IOWA

Held December 9-10, 1954; second state conference held November 8-10.

KANSAS

Held December 9, 1954; a second state conference held October 20.

KENTUCKY

Held September 17-18.

LOUISIANA

Date under consideration.

MAINE

Five regional meetings September through November after conference of school superintendents; no state-wide conference.

MARYLAND

Held June 24-25.

MASSACHUSETTS

Held September 8-10.

MICHIGAN

Held May 18.

MINNESOTA

Held May 23-24.

MISSISSIPPI

Six district meetings held, state conference date under consideration.

MISSOURI

Held August 22.

MONTANA

Held October 7-8.

NEBRASKA

Held November 22, 1954; follow-up conference under consideration.

NEVADA

Held October 17-18.

NEW HAMPSHIRE

Held June 6.

NEW JERSEY

Held May 20-21.

NEW MEXICO

Held July 11.

NEW YORK

Held September 19-20.

NORTH CAROLINA

Held October 12-13.



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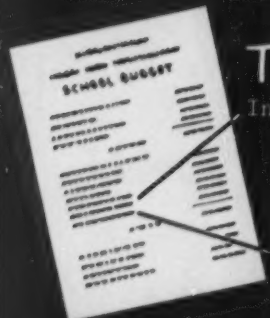
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CONFERENCES

NORTH DAKOTA
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OHIO
Two state conferences, July 20-21
and October 24

OKLAHOMA
Held October 18.

OREGON
Held June 15-16.

PENNSYLVANIA
Held April 14-15.

RHODE ISLAND
Held November 2.

SOUTH CAROLINA
Held October 25.

SOUTH DAKOTA
Held July 13-14.

TENNESSEE
Held September 13-14.

TEXAS
Held October 31-November 1.

UTAH
Held October 12.

VERMONT
Held September 16-17.

VIRGINIA
Held August 31-September 2.

WASHINGTON
Held Nov. 22-23, 1954.

WEST VIRGINIA
Held September 22-23.

WISCONSIN
Held June 27-28.

WYOMING
Held Nov. 19-20, 1954; follow-up
meetings planned.

DISTRICT OF COLUMBIA
Held May 26.

ALASKA
Held October 19.

HAWAII
Held June 29-30-July 1.

PUERTO RICO
Held October 23-29.

VIRGIN ISLANDS
Held in October or November.

WASHINGTON SCENE

news from the Capital affecting education

Past White House Meetings

Some of the 2,000 pilgrims wending their way to the great conference on education in Washington last November doubtless recalled that it was the seventh venture of the sort to which the name "White House" had been attached.

Not one of these previous meetings, however, devoted itself fully to education, although schools were on the agenda of each.

In 1909, Theodore Roosevelt called the White House Conference for the Care of Dependent Children. He invited 200 persons to participate and personally submitted nine propositions for consideration and action. The creation of the Children's Bureau in the Department of Labor was credited to interest sparked by this conference.

The Bureau was influential in getting Woodrow Wilson to call the second conference in 1919. It was named the White House Conference for Child Welfare Standards, and devoted most of its attention to the health of children, from birth through school.

This conference was given credit for the passage of the Sheppard-Towner Act in 1921, which provided federal aid in the protection of maternity and infancy throughout the country.

In July 1929, Herbert Hoover called the White House Conference on Child Health and Protection. It met the next year "to study the present status of the health and well-being of the children of the United States and its possessions; to report what is being done; to recommend what ought to be done and how to do it." This conference, therefore, had an "action program" for its primary objective.

The committee had a half-million dollars with which to work. A research staff, with the help of 1,200 experts, was engaged for sixteen

months in fact-finding for the use of this meeting. Three thousand laymen and educators assembled to consider the result of their labors. There were 643 pages of it.

Results of the conference include the well-known Children's Charter. The final reports, appearing over a period of years, were published in 32 volumes of more than 10,000 pages.

The White House Conference on Children in a Democracy, called by Franklin D. Roosevelt, met in 1940. It had a modest sum for its operation, but a small research staff made available existing information on the status of children throughout the nation. Emphasis was given to the effect of the depression on childhood. Health service had top billing on the programs.

The White House Conference on Rural Education of 1944 was given this name because its sessions were held principally in the East Room of the White House. It cannot be called an official White House Conference.

The project was initiated, planned, and directed, by appropriate units of the National Education Association. Mrs. Eleanor Roosevelt took a prominent part in the meeting, and the President was a speaker at one of its sessions.

The most recent assembly in Washington officially sponsored by the White House, and entitled fully to the name, was called by President Harry S. Truman in 1950. It was known as the Mid-Century White House Conference on Children and Youth. In size it compared with the huge meeting called by President Hoover.

It dealt with all of the factors influencing child life. Emphasis was placed upon education. Federal aid to schools was a prominent topic on the conference program. Educators themselves were probably more widely represented at this conference than at any of the others held under

official presidential auspices.

The most recent White House Conference on Education assembled at the huge, rambling structure known as the Sheraton-Park on Connecticut Avenue, November 28. Its discussions were pointed directly to problems of education. Its 2,000 members, one educator to two laymen, had the benefit of careful research in advance, as did their predecessors at the Hoover Conference. This constituted study guides for the six main topics, explored at the rather elaborate series of sessions varying in size from a roundtable conference of ten with a chairman, to a general session of these representatives drawn from all parts of the United States.

Already the American people had been alerted to the topics of the program by nationwide television panel discussions half an hour in length on the Columbia Broadcasting System. Starting in the last week of October, they continued through November.

Opinions of both educators and public on the probable effectiveness of the great enterprise varied from one extreme to the other.

Agnes E. Meyer, civic leader, author, and lecturer, Washington, D.C., almost took the flagpole off the White House Conference by calling it a maneuver to delay for another year Congressional action on federal aid, "while vast numbers of children lost something that teachers well know can never be made up—a whole year in the life of the child."

On the other extreme, educational leaders and prominent American citizens in occupations other than education felt, as the meeting assembled, that it was the beginning of a new era for the elementary and secondary schools of America. The printed report of the Conference will be available some time in mid-winter, when criticisms may be based upon results and not prediction.

PROFESSIONAL LIBRARY

recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

A Child Development Point of View

By James R. Hymes, Jr., *Prentice-Hall, Inc., New York, 1955, 145 pp., \$3.00.*

The author discusses many of the principles involved in child growth and development. Written in non-technical language and an informal style, the book contains general and specific guides for those who live and work with children.

The presentation of troubles and difficulties, rather than diagnosis and treatment, is emphasized. Understanding children and helping them to grow as healthy, happy individuals is viewed as a challenging task, certainly not easy, but worthy of parents' and teachers' best efforts.

Educational Administration: Cases and Concepts

By Cyril G. Sargent and Eugene L. Belisle, *Houghton Mifflin Company, The Riverside Press, Cambridge, 1955, 474 pp., \$4.40.*

Learning educational administration is more than learning about it. This view dominates the authors' presentation of case methods and concepts as an approach to the development of effective administrative behavior.

The book is an outgrowth of the Administrative Career Program at the Graduate School of Education, Harvard University. Thirty-six cases, descriptions of administrative situations, are presented. They are examples of those used in the career program to teach and learn capable administrative behavior.

Special attention is given to the meaning of knowledge, experience, and training, and their interrelationship within case study methods. In addition, the authors clarify educational administration and cases by a limited comparison with other fields of administration.

The search for both similarities and differences in various administrative fields is viewed as a potential

source of thought and learning for administration in education.

American College Counselor and Guide

By Benjamin Fine, *Prentice-Hall, Inc., New York, 1955, 413 pp., \$4.95.*

Dr. Fine, education editor of *The New York Times*, has prepared a practical and comprehensive guide that answers questions of all kinds confronting the prospective college student.

The book's four subdivisions consist of a picture of "College Life Today," "The Different Kinds of College Education," "The Professions," and "Directories."

Questions answered in these sections cover a wide range: bases for selecting a college, entrance requirements, what to expect at college, the practical value of a college education, and the professional opportunities to which it leads.

The Impact of Federal Grants-in-Aid on the Structure and Functions of State and Local Government

From the report of the Commission on Intergovernmental Relations, 1955.

The report of the Commission on Intergovernmental Relations, which was tendered the President in June, 1955, will long stand as the definitive treatment of the federal-state relationship.

One of the major sections of this report is entitled "The Impact of Federal Grants-in-Aid on the Structure and Functions of State and Local Governments."

This section contains an examination of the grant system as it operates in 25 states. The studies were made by 30 political scientists under the general direction of Roger H. Wells of Bryn Mawr College.

The result is a careful analysis of

the effects of the grants upon the governor's office, his relations with the legislature, and upon the vortex in which the several pressure groups operate. One of the interesting features of these studies is that with few exceptions, the states are experiencing similar effects from the grants.

The general conclusion of the authors is that the states would be unalterably opposed to any diminution in federal aid. What the states want is to be sure that the federal camel does not get completely into the state tent through this program.

The big question, therefore, is what will be the ultimate effect of the grants-in-aid on the principle of federalism, which in many respects is the keystone of the American constitutional system.

—PAUL DOLAN
*Associate Professor of
Political Science
University of Delaware
Newark, Delaware*

Social Foundations Of Education

By Harold Rugg and William Withers, *Prentice-Hall, Inc., New York, 1955, 771 pp., \$5.40.*

In this volume is the textual material from a course on social foundations of education on which Dr. Rugg of Teachers College, Columbia, and Dr. Withers of Queens College, New York City, have collaborated.

They observe that the speed of technological change in our society and the failure of institutional change to keep pace compel the people and their leaders to guide the development of our civilization.

Reappraisal of our cultural foundations and recognition of their transitional stage are called for. Education is seen as the necessary instrument for guiding and safeguarding our democratic future, but the authors believe that to meet the challenge, education must be reconstructed on local, state and national levels.



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OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

Administration

State Accreditation of High Schools covers practices and standards of state agencies. U. S. Office of Education.¹ Price: 30¢.

Salaries and Other Characteristics of Beginning Rural School Teachers: 1953-54, is a brief report of a pilot survey. Office of Education. Price: 20¢.

Some Tasks of Union School Principals in North Carolina

is a careful study based on the experiences of 155 union school principals in that state. S. E. Duncan, state supervisor, Negro High Schools, Department of Public Instruction, Raleigh, N. C.

Report of the Ohio School Survey Committee studies every aspect of the educational program like instruction, teacher training, organization, district reorganization, transportation and finance. Ohio School Survey Committee, Room 6, House of Representatives, Columbus, Ohio.

Statistics of Negro Colleges & Universities: 1951-52 and Fall of 1954. Office of Education.¹ Price: 20¢.

Instructional Program

Reading: the first R is the annual report of Claude V. Courter, Superintendent of Schools, Cincinnati, Ohio, for 1953-1954.

Focus on Learning is a public information booklet on how children learn and grow in Milton's public schools. Owen B. Kiernan, Superintendent of Schools, Public Schools, Milton, Mass.

¹Office of Education publications are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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NEW! 'Sexauer' Easy-Tite faucet washer with Fiberglass reinforcing

This nylon plug locks the screw automatically!

NEW! Amazing, patented screw and washer combination cuts faucet washer replacements 75%

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A screw too short for the tapping distorts and splits the washer when tightened; the washer works loose, is torn to shreds. If too long, it can't grip the washer; this ruins the washer and causes hammering in the water line.

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Self-Locking screws save time spent in fitting the proper length—10 sizes do the work of 37! Used with new, Fiberglass-reinforced 'Sexauer' Easy-Tites, they cut washer replacements 75%, fixtures last longer. Easy-Tites resist closing squeeze and excessively hot water, outlast ordinary washers 6 to 1!

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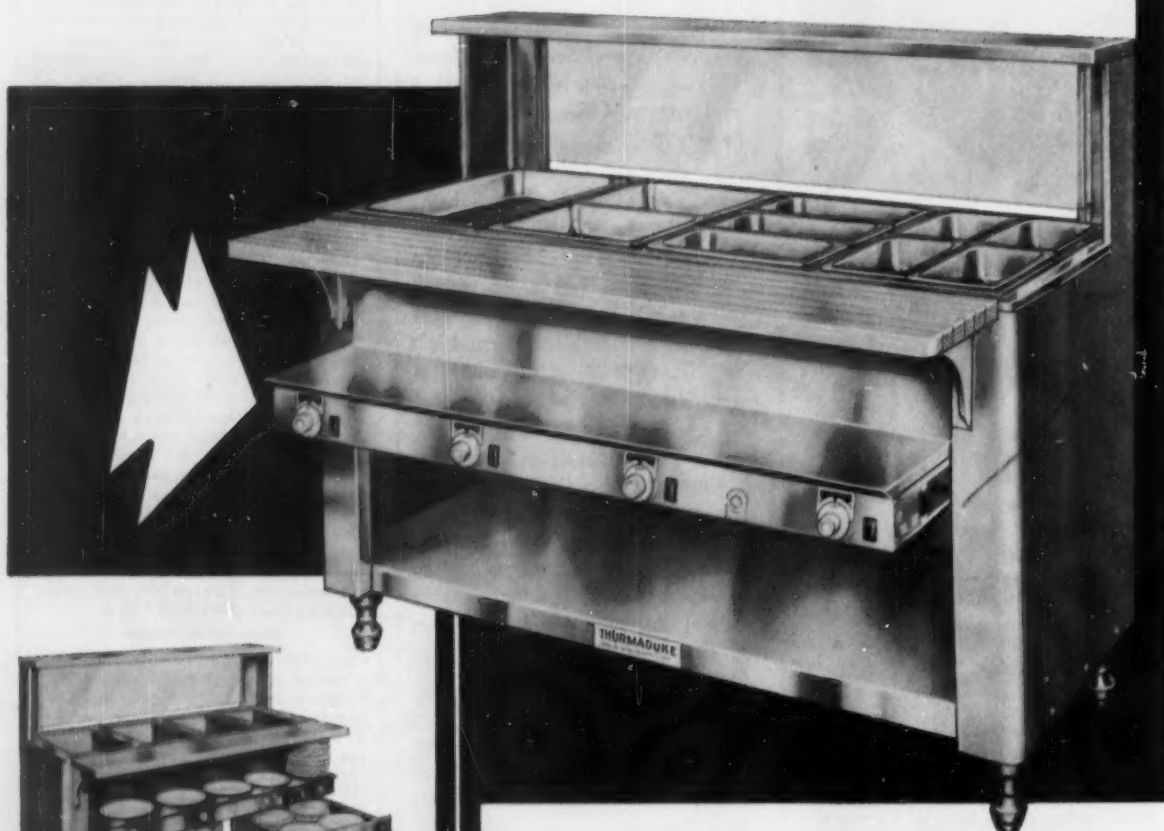
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On electric models, a master control switch on the right end of the shelf turns the entire unit on and off without disturbing individual thermostat settings for each food compartment.

Heavy insulation in all four sides and bottom of each heating compartment reduces heat loss and provides maximum heat control.

All welded bodies of stainless steel or paint-grip steel with two coats of Thurmaduke Gray Enamel are designed for rugged service, easy sanitary maintenance. Aluminum alloy corrosion resistant adjustable legs are dirt, water and bug-proof. Sectional hard maple carving board can be removed without tools for cleaning.

A new dish truck model is also available (small illustration). Each truck holds 112 nine inch plates which are kept warm by a concealed heating element which plugs into any standard 110-120V outlet.

SCHOOL LUNCH

Depew's Lunch Schedule

Permits "Continuous" Day

by FRANCIS J. STOCK, Jr.
Director of Instructional Services
Depew Public Schools
Depew, New York

WITH THE OPENING of our new high school in September, 1954, the problem of providing cafeteria facilities for 1,000 students was one of the many new problems that we faced.

Our objective was to build a schedule which would provide for a truly continuous day; one that would not have split periods, study periods or short activity periods which happened to be present in the schedule because there was time left over from the cafeteria period.

Our physical plant provided for two serving lines and a seating capacity of 350, which meant that there had to be three lunch periods. In discussions with cafeteria managers, they all felt that time should be provided between lunch groups to allow for cleaning and preparation. They felt that adequate time between groups actually would decrease the number of employees needed to do

the work required.

Taking these factors into consideration a formula was developed which can be applied to any continuous school day without confusion. A schedule can be set up to provide for an hour or forty-five minute assembly period, a released time period or an activity period without any confusion on the part of the student body or frustration on the part of the cafeteria manager.

In brief, the student body is divided into three groups designated as lunch groups A, B and C.

Lunch group A goes to the cafeteria at the end of the third period class. When finished, they report for the fourth period class.

Lunch for groups B and C is based on their whereabouts during fifth period. B group reports to lunch at the beginning and C group at the end of the fifth period. On leaving lunch, B group goes directly to the fifth period class and C group to the sixth period class. Actually, the entire student body reports to sixth period classes at the same time.

Although any bell schedule may be adopted to this formula, one of those

in use in our program is given below to illustrate the case.

Schedule X is the one used for the normal school day. It provides for a regular 54-minute class period and a 27-minute lunch period. Between each lunch period there is also 27 minutes which the cafeteria staff uses to tidy up and prepare for the next group (see chart below).

The seventh and eighth grades are housed in one wing of the building and eat together as the A lunch group. Grades 9 through 12 are divided as equally as possible between the other two groups, each group drawing from a different area of the building. This of course minimizes disturbances of classes which are in session.

All three of our schedules are set in the master clock. Any one may be used by the flip of a switch and an announcement on the public address system that a particular schedule is in effect for the day.

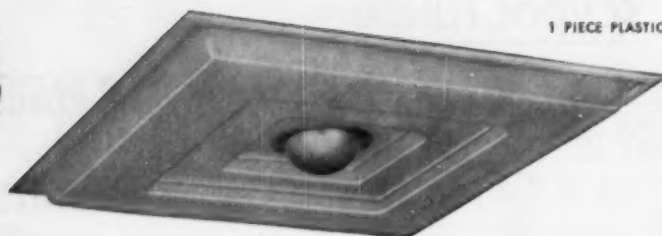
The only disadvantage in this arrangement is that all activities, all assembly programs, etc., must be at the end of the day. Then again, perhaps this isn't a disadvantage.

Split or midday homeroom periods are avoided through this typical daily schedule (Periods 3 to 6 shown here). Group A has lunch for 27 minutes following the third period class. It then returns to the full 54-minute period schedule. Group B eats after its fourth period class, returning to regular 54-minute periods with the fifth period. Group C eats after Period 5. All three groups begin Period 6 at the same time.

Group A	10:23 Period 3	11:17 Lunch	11:44 Period 4	12:38 Period 5	1:32 Period 6
Group B	10:23 Period 3	11:17 Period 4	12:11 Lunch	12:38 Period 5	1:32 Period 6
Group C	10:23 Period 3	11:17 Period 4	12:11 Period 5	1:05 Lunch	1:32 Period 6

ONLY Skylike

HAS ALL THESE EXTRA



1 PIECE PLASTIC

MECHANICAL FEATURES

- TWO FIXTURE SIZES IN COMPATIBLE DESIGNS

24" Square Skylike 50 Series

14" Square Jr. Skylike 70 Series

- THREE TYPES OF DIFFUSERS

Metal eggcrate louver

Eight panelled plastic diffuser

One piece plastic diffuser

- FOUR TYPES OF MOUNTINGS

Recessed

Semi-Recessed

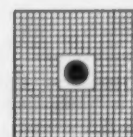
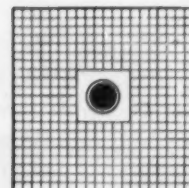
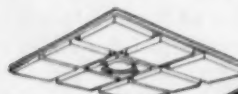
Surface Mounted

Suspension Mounted

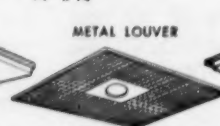
- FIVE LAMP SIZES

100 to 500 Watts

- CHOICE OF WIRED OR PRE-WIRED ASSEMBLIES

LOUVER
14" x 14"LOUVER
24" x 24"

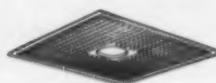
8 PIECE PLASTIC



METAL LOUVER



1 PIECE PLASTIC



RECESSED



SEMI-RECESSED



SURFACE



SUSPENSION

EXCLUSIVE DESIGN FEATURES

- One piece die formed reflectors—contoured to give highest utilization of silvered bowl lamp output.
- Projection welded louver assembly—sturdiest louver made in the incandescent equipment field.
- Simple low cost accessories to adapt Skylike units to any ceiling construction.

Skylike THE MODULAR SILVERED BOWL INCANDESCENT UNIT...

Designed and made by the originators of silvered bowl luminaires—the firm that has brought silvered bowl lighting to its present state of perfection and efficiency.

MORE THAN ¼ MILLION INSTALLATIONS
IS "PROOF POSITIVE" OF SKYLIKE QUALITY

SKYLIKE LIGHTING, INC.

A SILVRAY ASSOCIATED COMPANY

RKO Bldg., New York • Bound Brook, New Jersey

Before you specify or buy

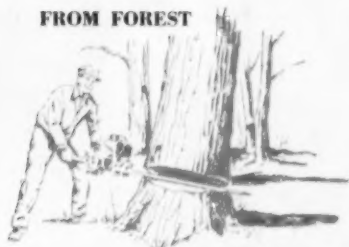
Get **ALL** the facts

Whether you're planning a lighting layout for schools, office buildings, stores or residences it will pay you to get the true facts of the "Skylike Story." Installation, efficiency, maintenance and cost data—yours for the asking. Send request to our Bound Brook Office.



The pacesetter in hardwood cabinetwork since 1893!

FROM FOREST



TO FINISH



MUTSCHLER CONTROLS QUALITY

SALES OFFICES

NORTHEAST
 CARBAU, INC.—Boston, Massachusetts; Maine, New Hampshire, Vermont
 BAY S. SNYDER COMPANY—Hartford, N. Y.; Massachusetts, Connecticut, Rhode Island, New Jersey (northern)
 W. B. BALLOU—Massachusetts, L.I., N. Y.; New York City, Long Island (eastern)
 SCHOOL EQUIPMENT, INC.—Syracuse 3, N. Y.; New York State
 AMERICAN SEATING CO.—Philadelphia 30, Pa.; Pennsylvania, New Jersey (southern), Delaware
 QUEENS EQUIPMENT CO.—New York, N. Y.; New York City
 R. A. KELLY, INC.—Hempstead, L.I., N. Y.; Long Island (eastern)

SOUTHEAST and SOUTH
 SOUTHERN DESK COMPANY—Richmond, N. Carolina; Maryland, West Virginia, Virginia, North Carolina, Tennessee, Mississippi
 AMERICAN SEATING CO.—Atlanta 3, Georgia; South Carolina, Georgia, Alabama, Florida
 ALL STATE SUPPLY CO.—Oma 100, Arkansas; Arkansas

COMPLETE SCHOOL LINE—FOR FOODS LABORATORY, LAUNDRY, CLOTHING, SEWING, GROOMING, HOME MANAGEMENT, CHILD CARE, ARTS AND CRAFTS, AND GENERAL STORAGE AREAS. AVAILABLE IN NATURAL MAPLE, DRIFTWOOD, OR A WIDE SELECTION OF BEAUTIFUL AND DURABLE COLORED ENAMEL FINISHES.

Mutschler Brothers Company was founded just a few years after the B & O railroad first laid its tracks through the hardwood forests of northern Indiana.

And, today, descendants of the area's pioneer Dutch and Swiss woodworkers are still producing with pride only the finest of hardwood products. This heritage of manufacturing quality and skill is complemented by the technical knowledge of Mutschler sales engineers, who are qualified to advise school boards and their architects on the very latest in school department layouts.

If you have a building or remodeling project in mind for your school system, it will pay to talk with a Mutschler representative. Let him explain, without cost or obligation, how schools of the nation are getting more for their money with Mutschler.

MUTSCHLER BROTHERS COMPANY Nappanee, Indiana

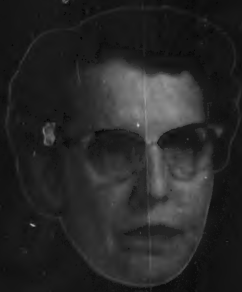
NORTH CENTRAL
 GLENNY EQUIPMENT CO.—Detroit 19, Michigan; Michigan (lower, except southeastern)
 HALDEMAN-HOMME CO.—St. Paul 8, Minnesota; Wisconsin
 V. A. STUMP—Madison, Wisconsin; Wisconsin, Michigan (upper)
 P. O. WILSON—Dearborn, Michigan; Michigan (lower, except southeastern)
 J. S. LATTY AND SONS—Cedar Falls, Iowa; Iowa
 L. P. REIGER COMPANY—Bellevue, Illinois; Illinois
 BURNS SALES COMPANY—Indianapolis 8, Ind.; Indiana (southern and central)
 EYBER SALES COMPANY—Warren, Ohio; Ohio
 FORTA-BET ETCHEMS—Nappanee, Ind.; Indiana (northern), Michigan (southeastern)

CENTRAL
 HOOVER BROTHERS—Kansas City 6, Missouri; Nebraska, Kansas, Missouri (eastern)
 CENTRAL SCHOOL SUPPLY CO.—Louisville, Kentucky; Kentucky
 LEN A. MAURE CO.—St. Louis, Mo.; Missouri (eastern)

SOUTHWEST
 W. C. NELSON COMPANY—Dallas 2, Texas; Louisiana, Oklahoma, Texas, New Mexico
 PEEWE SUPPLY COMPANY—Phoenix, Arizona; Arizona

WEST
 AMERICAN SCHOOL SUPPLY CO.—Denver 2, Colo.; Colorado, Wyoming (eastern)
 FULL EQUIPMENT COMPANY—Salt Lake City 2, Utah; Utah, Nevada, Idaho, Wyoming (eastern), Montana
 AMERICAN SEATING CO.—Los Angeles 3, California; California (southern)
 AMERICAN SEATING CO.—San Francisco 24, California; California (northern)

NORTHWEST and OTHERS
 MUTSCHLER BROTHERS CO.—Nappanee, Indiana; Oregon, Washington, North Dakota, South Dakota



Mrs. Nona Chandler, Dietitian at
Western Kentucky State College,
Bowling Green, Kentucky, proves
you can pay for a Norris
Dispenser through savings
in buying milk in bulk
instead of half-pints.

*"We paid for our
with the savings"*



Norris Milk Dispensers

Norris Milk Dispensers in 90 days in buying milk in bulk!"

Serves 100 gallons of milk per day faster
and for less . . . with no unsightly empties!

When it comes to important savings in buying milk in bulk, Mrs. Chandler knows her facts first hand: *Two 3-can Norris Dispensers completely paid for in 90 days! And completely paid for by bulk-milk savings!*

Even when measured in terms of savings alone, Norris Milk Dispensers offer an impressive advantage over the half-pint bottle servings. But, as Mrs. Chandler points out, there are other important advantages, too.

"Now," she writes, "we are able to give our students better service, since our milk dispensers speed up the line." And that's especially important in a cafeteria serving an average of 100

gallons of milk to some 800 students per day.

"We serve milk with the utmost confidence," she adds, "because we know it is at the right temperature. And," she goes on to say, "before we made this improvement, we always had the problem of unsightly bottles. So we want you to know how much we appreciate our Norris Milk Dispensers."

You, too, can serve milk faster, colder—and for less—in your school with a Norris Dispenser. You can eliminate messy "empties" and hard-to-handle half-pints. You can increase milk consumption, because milk from a Norris Dispenser is aerated . . . so much better tasting! Reason enough, don't you agree, to warrant getting all the facts on Norris Dispensers? Mail coupon today.



*serves milk
colder . . . faster*

Norris Dispensers, Inc., Dept. S-6
2720 Lyndale Ave. So., Minneapolis 8, Minnesota

Please send me your brochure, "How to Solve Milk Service Problems in Schools and Colleges."

Name _____

School _____ Title _____

Address _____

City _____ State _____

AN EXCITING NEW ACHIEVEMENT IN OPAQUE PROJECTION

Beseler Announces

VU-LYTE II

Doubling the illumination • Doubling its uses in Education

- The VU-LYTE II delivers twice the illumination (140 lumens!) of prior VU-LYTE models. The VU-LYTE II establishes a new standard of opaque projector performance, because it can be used in rooms that are partially lighted. A specially designed optical system and a new F/3.6 lens permits this new plateau of progress.

- The VU-LYTE II is smaller, lighter, more compact, easier to move.

- New Feed-O-Matic automatically locks in position, taking many sizes of material.

- The VU-LYTE II accepts large 3-dimensional objects for projection.

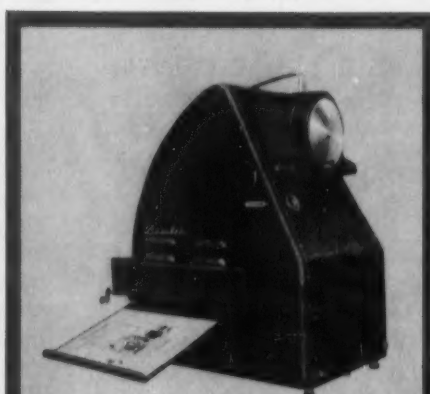
- The VU-LYTE II has provisions to keep books and glossy photos flat and in focus.

- Both the power cord and the lens cap are permanently attached. They can't be misplaced.

- The copy cooling mechanism in the VU-LYTE II is quiet.

- The elevation legs are spring loaded.

- Three point mirror suspension and dual rack and pinion gives the VU-LYTE II the clearest, easiest, sharpest, fastest focussing... PLUS MANY OTHER EXCLUSIVE FEATURES THAT MAKE YOUR CLASSES MORE LIVELY.



The VU-LYTE II is a magnificent new instrument for Teaching. See what it can actually DO to improve your classes. Send the coupon for a Free Demonstration. No cost. No obligation. Mail coupon today.

CHARLES
Beseler
COMPANY
SINCE 1869
EAST ORANGE, NEW JERSEY

The World's Largest Manufacturer of Opaque and Overhead Projection Apparatus.

This announcement by the Charles Beseler Company culminates years of research and development in projector requirements for the active growing field of Education. Beseler's reputation is based on always being FIRST with the new improved features that Educators want. For example:

BESELER — FIRST with large size copy apertures (8½" x 11", then 10" x 10").

BESELER — FIRST with Vacuumatic copy hold down.

BESELER — FIRST with built in pointers (Pointex).

BESELER — FIRST with automatic feed platens (Feed-o-Matic).

Beseler's Franchised Dealers are anxious to demonstrate the great new VU-LYTE II at your convenience. Write to Beseler. No cost or obligation, naturally.

Charles Beseler Company E-12
East Orange, New Jersey

Please send your new brochure on the VU-LYTE II and arrange for a Free Demonstration at my convenience.

YOUR NAME _____

SCHOOL _____

ADDRESS _____

CITY _____

THE SCHOOL EXECUTIVE

New Product / Reviews

BUILDING PRODUCTS

Continued on page 112

Steel Prefab Wall SE-401

Can Be Used with Cork, Wood

A new steel prefab wall named Perspec has been designed to feature custom colors, textures and materials as specified by architects and engineers. The basic member of Perspec is a 2 x 3 that carries wiring, can be panelled, and grows on any module. It is available in four thicknesses: to accommodate glass, 3/8" panel, 2" panel, and 3" flush. It works with Aetna Steel doors and hardware.

Perspec is a definite departure from the partitioned steel cell effect so often found. Appearance, as well as functional features of Perspec can be determined by the architect who chooses the materials responsible for Perspec's effectiveness on his particular job. A range of materials from cork and wood to wallpapers can be used. Acoustical control is also possible.

AETNA STEEL PRODUCTS CORP.,
730 Fifth Ave., New York 19, N. Y.

ADMINISTRATION

Continued on page 114

Offset Duplicator SE-402

For Office Use

The Ditto Offset Duplicator is a brand new addition to the office. Key to this new step in office automation is a remote control regulator. Mounted on the duplicator, or across the room, the push-button regulator electrically governs all workings of the machine.

Once the machine is loaded, the



operator sets the regulator for the number of copies needed, and then pushes a button. Automatically, the machine turns itself on, paper rises into feeding position, ink and moisture begin to flow, cylinders turn, and finished copies begin rolling out at the rate of up to 8,000 per hour. When the specified number of copies have been run off, the machine turns itself off.

DITTO, INC., 2243 W. Harrison St.,
Chicago 12, Ill.

TEACHING MATERIALS

Continued on page 116

Audio-Visual Package SE-403

For Projecting Sound Slides, Filmstrips

A new and complete package for projecting sound slides and filmstrips is now available. A Bell & Howell-TDC Schoolmate slide and filmstrip projector has been combined with a DuKane Recordmaster transcription player in a sturdy, gray leatherette case. A 10 x 13 1/2" screen for desk or table-top viewing and the Selectron-Semimatic tray

loading slide changer are available as optional equipment. The case provides space for both of these accessories.

Both single and double frame filmstrips as well as 2 x 2 slides may be projected with the Schoolmate, which throws a clear, brilliant picture on the screen. It is available in either 300 or 500 watt models.

BELL & HOWELL CO., 7100 McCormick Rd., Chicago 45, Ill.

CLASSROOM EQUIPMENT

Continued on page 118

Stacking Chairs SE-404

Feature Aluminum Frames



The Stur-D-Stac Chairs shown in the illustration are a new departure in school seating. These chairs have frames fabricated from the strongest aluminum alloy — aircraft strength tubing and molded plywood seats and backs. They are very light to handle, and no refinishing of the frames is ever required.

COWAN PRODUCTS CO., INC., 808 R St., Sacramento 14, Calif.

BUILDING PRODUCTS

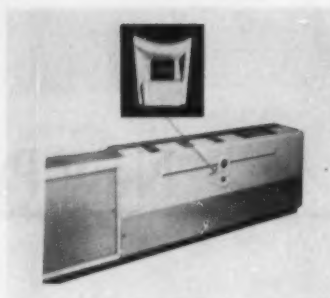
SE-405

Unit Ventilator Accessory

Provides Automatic Filter Inspection

An automatic device to indicate when unit ventilator filters need replacement has been developed by Herman Nelson Unit Ventilator Products of American Air Filter Co., Inc.

The filter indicator reduces maintenance costs by providing a constant check of filter condition. When a filter accumulates its maximum dust load and its efficiency begins



to be seriously impaired, the indicator causes the words "change filter" to appear on the front of the unit ventilator cabinet.

The indicator will be available as

a factory-mounted accessory on all Herman Nelson unit ventilators. Kits will also be available for installation on existing Herman Nelson units.

HERMAN NELSON UNIT VENTILATOR PRODUCTS, AMERICAN AIR FILTER CO., INC., Louisville, Ky.

Insulated Panels

SE-406

Serve as Exterior, Interior Surfaces



The illustration shows double-faced porcelain enameled panels in an unusual architectural treatment in the gymnasium of a Paoli, Pa., High School. Many of the insulated panels serve as both exterior and interior wall surfaces.

Panels were supplied in two thicknesses— $2\frac{1}{8}$ " for those with 2" of insulation; $1\frac{1}{8}$ " with 1" of insulation. The interior surface of the building is part porcelain enamel steel in blue. Exterior panel surfaces of 16 ga. porcelain steel in various colors—dark blue, blue, black and yellow, together with a ceiling-to-floor window treatment, present an interesting design treatment.

The panels are called Ing-Rich Porcelpanels.

INGRAM-RICHARDSON MFG. CO., Beaver Falls, Pa.

Floor Tile

SE-407

For Sound Conditioning

Airpath Cushioned Rubber Floor Tile is notable for its unique comfort and acoustical properties. It cushions footsteps and provides the greatest degree of impact noise isolation for a minimum of floor thickness. Its noise absorption property applies not only to sounds produced within a room, but especially to the reduction of sound or vibrations transmitted through a floor to the room below.

THE B. F. GOODRICH CO., Watertown 72, Mass.

Whatever your exhibit requirements...

MICHAELS *Time-Tight* **CASES** are your best buy

This is one of many styles—all built to assure maximum visibility and usefulness, distinctive appearance and protection against handling, theft, and the ingress of dust or vermin. "Time-Tight" cases are constructed of extruded bronze or aluminum, and incorporate such features as Innerlocking frames, exclusive with Michaels; mitered intersections; no exposed screws (except where necessary for removal of hinged panels), and other structural advantages.

"Time-Tight" cases are available in table, aisle, wall, corner, suspended and recessed styles, and in any practical size. They meet exhibit requirements of universities, colleges, schools, libraries, museums, science laboratories and related types of display rooms. If necessary, Michaels will design special cases to meet specific requirements.

Send for literature which contains illustrations of case styles, complete construction details and specifications.



THE MICHAELS ART BRONZE CO., INC.

P. O. Box 668-SE • COVINGTON, KENTUCKY

Since 1870 the name Michaels has been a symbol of exceptionally high quality

Twin Speed! Twin Efficiency! Twin Economy!



... and only with the
TORNADO® TWINS

#1 TORNADO NOISELESS VACUUM CLEANER

Don't let the quiet purring of this Tornado fool you! Actually the cleaning air is moving at speeds up to 350 M.P.H. Switch from dust or dirt pickup to wet pickup by just removing the inside filter, and don't worry about the big $\frac{3}{4}$ H.P. motor—it's cooled by a separate air stream. Now, clean any time, any place, without a disturbing noise—you'll clean faster and easier with Tornado Noiseless.

THE PERFECT COMBINATION FOR:

SCHOOLS • HOSPITALS
HOTELS • MOTELS
RESTAURANTS
CLUBS and other Institutions

#2 TORNADO FLOOR MACHINE

For every job from stripping, scrubbing, sanding or steel wooling to the finest polishing and buffing of all floors—Tornado is your constant, dependable "work horse". Three sizes available— $\frac{1}{2}$ H.P. with 14" brush, $\frac{3}{4}$ H.P. with 16" brush, and 1 H.P. with 18" brush, each with or without solution tank. Put this powerful, easy handling Tornado to work and speed up your floor maintenance.

WRITE FOR FREE LITERATURE TODAY

#1 Noiseless Vacuum Cleaner Catalog No. 707

#2 Floor Machine Catalog No. 619



BREUER ELECTRIC MFG. CO.

5088 North Ravenswood Avenue • Chicago 40, Illinois

ADMINISTRATION

SE-408

Electric Folding Machine

Can Be Set for 6 Folds

A new electric folding machine, Model 57, can be set for any of six folds: single, parallel or letter, accordion or statement, double parallel, French, and horizontal and then two vertical folds. Once the dials are set, the operator need not make any mechanical adjustments.

Letters, bulletins, lists, statements, invoices, and other items can be continuously fed, and the machine



folds at speeds up to 150 copies a minute.

A. B. Dick Co., 5700 W. Touhy Ave., Chicago, Ill.

SE-234

"...The sheep follow the shepherd"



New Stainless Steel
Peeler and Peel Trap Base
Model G \$149.95
Model P 79.95
Model GP \$229.90
Complete
Slightly Higher In The West

Portable
MOBILE STAND
#100 \$53.50
with Portable
Peel Trap not
illustrated

New UNIVEX
MODEL G
VEGETABLE
PEELER
\$149.95

Peels 20 lbs. in
just one minute.

In all fields, quality and wide acceptance always attract imitators. We're proud that the principles we originated and applied successfully for many years have been recognized by others.

For years, the Univex Portable Peeler has set a new standard of efficiency and provided new ease and economy in kitchens throughout the world. So, we feel complimented by the announcement that other well known manufacturers are now making portable vegetable peelers with capacities less than 20 lbs. Our UNIVEX capacity of a full 20 lbs. is by far the leader in the field.

We're delighted to welcome imitation — which is a tribute to our success — and we invite comparison in the form of your good judgement. Look over the exclusive features of the new Univex Portable Vegetable Peelers and see for yourself, how we stay ahead with improvements and quality that imitation cannot duplicate.

UNIVERSAL INDUSTRIES

369 MYSTIC AVE., SOMERVILLE 45, MASS.

Originators
of Portable
Vegetable
Peelers that
Revolutionized
the Peeling
Industry



Intercom System

SE-409

Eliminates Controls

The Super Chief intercommunication system provides two-way private conversation between stations without the use of any controls at either station during conversation.

The system is operated automatically by the user's own voice. The new unit also features Automatic Traffic Control, which visually indicates at your station whether the station you have selected to call is busy, not busy or in conversation, by the use of red, green and amber translucent glows. Traffic Control permits your voice to be transmitted when the unit shows a line-clear signal; stops it on the busy signal.

TALK-A-PHONE CO., 1512 S. Pulaski Rd., Chicago, Ill.

Speech Prompter

SE-410

Portable Unit for Public Speakers



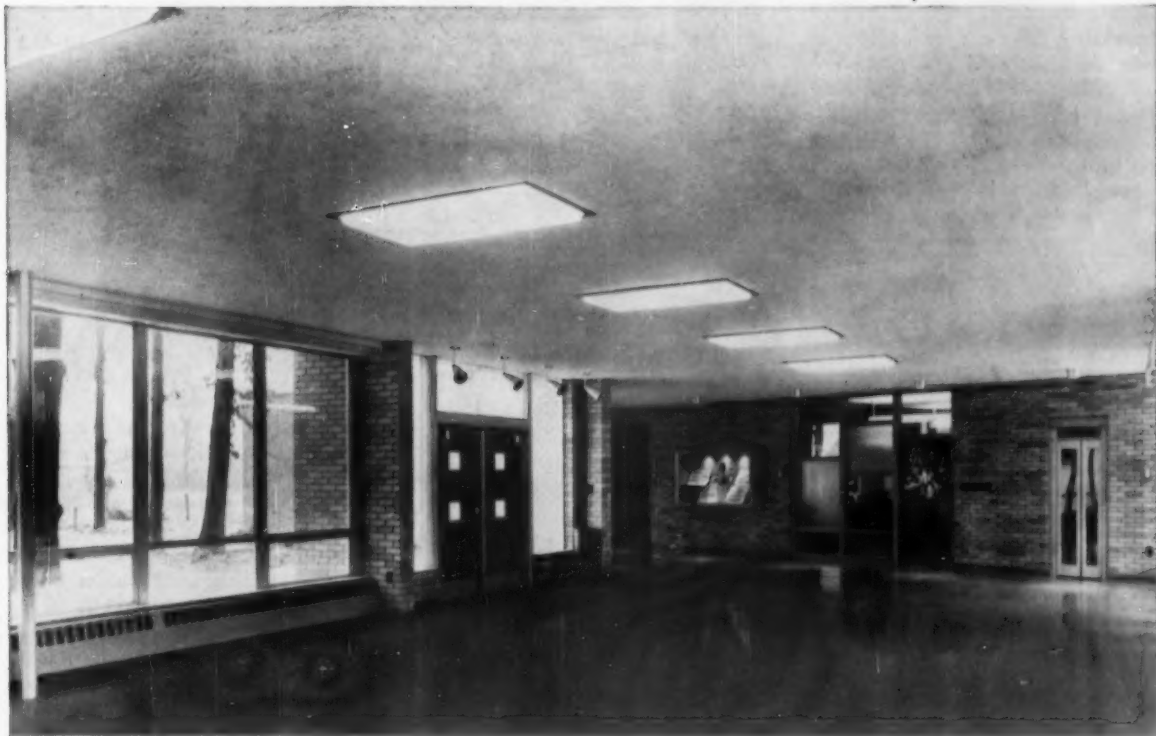
The TelExecutive is a portable version of the TelePrompter, designed for public speakers.

The TelExecutive is operated by a palm-sized hand control unit. By using the hand control, the speaker can regulate the speed of the script as it moves across the illuminated viewing face of the device. The script can be stopped and started at the speaker's discretion. The machine can be set at a steady pace and the hand control put down, thus leaving the speaker's hands free to add emphasis to the talk or to make use of charts.

UNDERWOOD CORP., One Park Ave., New York 16, N. Y.

WAKEFIELD GEOMETRICS

Another
Installation



Handsome School Foyer Is Lighted by Wakefield Recessed Beta Units

Providing access to both the old school and a new addition, this attractive foyer is another good example of the use of Wakefield recessed 2' x 4' Beta units to supplement daylight in an area where modern design calls for simple, unobtrusive but efficient luminaires. Beta units (1' x 4') were also installed in the corridors of the new addition.

The Rigid-Arch plastic diffuser distributes the light evenly, without glare or shadow. And when the lamps are unlit, the exclusive matte finish of the Beta diffuser prevents any mirroring of reflections from outside the window.

Beta, a recessed unit, and Omega, a similar unit for on-surface mounting, come in four sizes: 4' x 4', 2' x 4', 1' x 4' and 2' x 2'. You should have a copy of Catalog 55, which illustrates and describes in detail these and other Wakefield Geometrics.

THE WAKEFIELD COMPANY
VERMILION, OHIO
WAKEFIELD LIGHTING LIMITED
LONDON, ONTARIO

New addition: Washington Elementary School, Marysville, Mich.
Architect: Charles M. Valentine, Marysville, Mich.
Electrical Contractor: Turner Electric Company, Port Huron, Mich.
Distributor: Heard Campbell Electric Company, Port Huron, Mich.



WAKEFIELD PACEMAKERS, a fluorescent luminaire with the lighting component distributed about equally up and down, are shown in a typical classroom. (See 4 ft. Pacemakers were installed in 5 new classrooms. Write for a 4-page illustrated folder on the Pacemaker.



TEACHING MATERIALS

Headphones

SE-411

For Use with Listening Corner

The headphones, Model HP-1002, just introduced by Califone, Inc., are remarkably light in weight. They fit under the chin rather than over the head, eliminating interference with hairdos, glasses or earrings. They are equipped with sponge nylon cushions which are easily removable and



can be washed, sterilized and reused. The electronic unit is also removable so that the frame may be washed periodically.

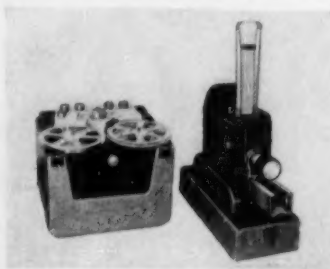
Many schools and libraries are using the new headphones with the

Califone "Listening Corner" Model 12VJ8-5, which provides jacks for eight sets of headphones.

CALIFONE CORP., 1041 N. Sycamore Ave., Hollywood 38, Calif.

Projector-Recorder SE-412

Slides and Commentary Can Be Made



The La Belle Control-Recorder operates the Professional 75 slide projector electronically. You can take your own pictures with a 35mm camera, have them mounted into slides, then record the commentary. While recording, the recorder cue-button is pressed each time a slide is to be changed. This places a 1000-cycle note on the same tape on which the commentary is being made. During playback, with the projector connected to the recorder, the 1000-cycle note is converted to electrical energy and operates the projector. The user can turn it on and walk away.

LA BELLE SALES CORP., Oconomowoc, Wis.

Relief Map

SE-413

For Elementary-Secondary Level

The Denoyer-Geppert Co. have just issued a new plastic relief map of the United States. Mountains, valleys and other relief features are accurately shown in finely detailed molded plastic. Classroom size lettering on the map identifies states, major relief and water features and selected cities. Cities are indicated by symbols graded according to population.

The map is 48" x 34" and is colored in accordance with the international color scheme for physical maps.

DENOYER-GEPPERT CO., 5235 N. Ravenswood Ave., Chicago 40, Ill.



Model No. 7X

Acid resisting enamel
cast iron drinking fountain

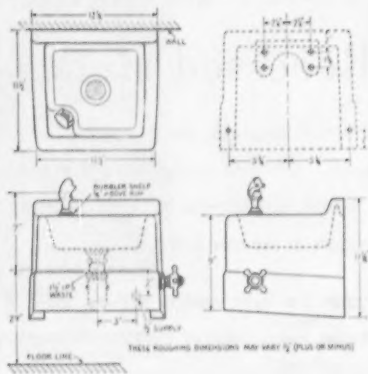
Designed by CHANNING WALLACE GILSON
Industrial Designer

FOR PERFECT ADAPTATION

to current architectural trends... and constructed of durable acid-resisting enameled cast iron to withstand the severest abuses of the school yard, this new HAWS drinking fountain assures lasting trouble-free service.

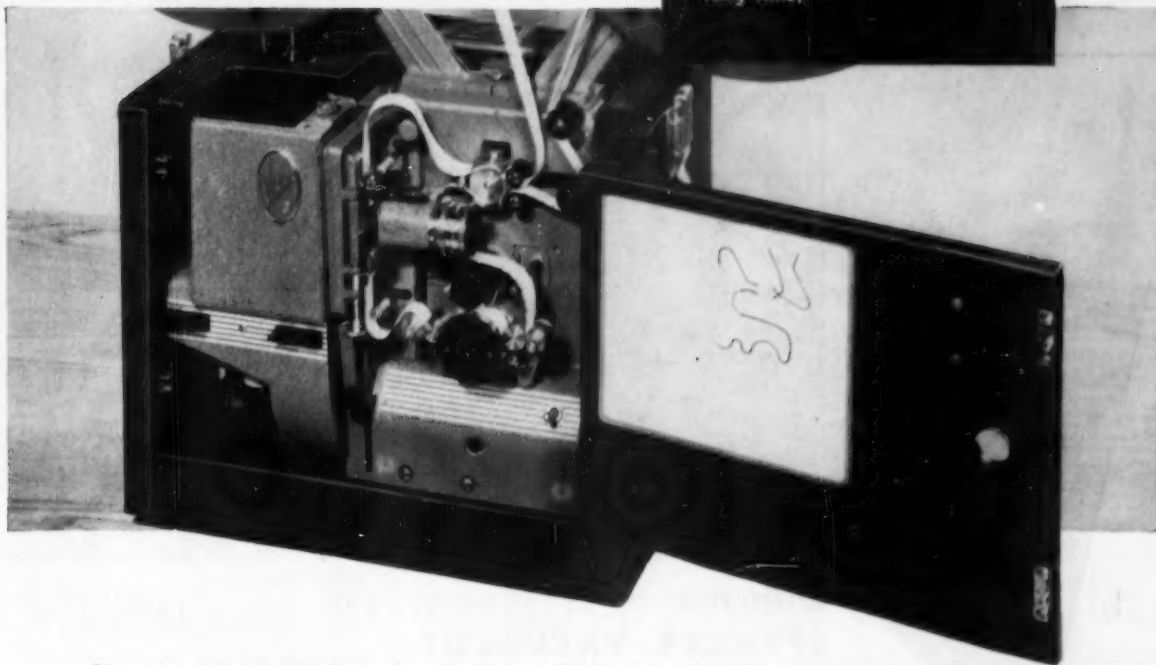
HAWS Model No. 7X drinking fountain contains HAWS complete sanitation features...with raised, shielded, angle-stream fountain head of chromium plated brass. Water pressure and volume is automatically controlled...it's anti-squirt!

WRITE TODAY for full details of HAWS Model No. 7X...a complement to new construction...a vast improvement for modernization! It's designed to meet ALL city, county and state material and operational sanitation requirements. Specify HAWS with confidence!



HAWS DRINKING FAUCET CO.
1443 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

**How the
NEW VICTOR
16mm SOUND PROJECTOR
PAYS ITS WAY
through school . . .**



**SAVES
BUDGETS**

Victor Safety Film Trips protect film from damage so you can buy new film instead of replacements. And, the Victor's engineered for rugged use, built to last a long, long time.

You get your full dollar's worth with the new Victor 16mm Sound Projector. It's so easy to operate, teachers use it every chance — and cut your cost per showing way down. 3-spot threading is quick — operation is simplest ever with fingertip control panel. (1) Start motor, (2) turn on lamp, (3) adjust sound volume.

The Victor's loaded with features that insure longer film and projector life. Exclusive Safety Film Trips detect previously damaged film . . . stop projector instantly so there's no further damage . . . also prevent possible damage from misthreading. Victor's Lubrimatic Oil System for controlled automatic lubrication gives you trouble-free operation that reduces servicing . . . Air Conditioned Lamp House is 20% cooler for longer lamp life . . . Pawls are sapphire-tipped for indefinite durability . . . Air Conditioned Film Gate is 17% cooler, makes film last longer.

SEND FOR FREE FOLDER TODAY

**38%
MORE LIGHT
ON THE SCREEN**
(with MARK II shutter)
— gives sharper, clearer pictures



VICTOR

Animatograph Corporation

Dept. E-125, Davenport, Iowa, U.S.A.
New York — Chicago

Quality Motion Picture Equipment Since 1910

TEACHER CONFIDENCE

— inspired because teachers can operate the Victor easy as 1-2-3 . . . can't thread it wrong . . . can't damage film!



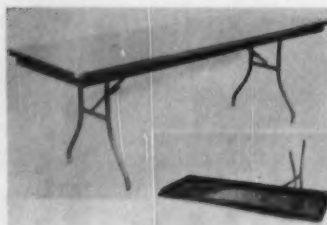
CLASSROOM EQUIPMENT

Banquet Table

SE-414

Folds for Easy Storage

Haldeman-Homme's new Foldcraft folding-leg banquet table is built to withstand hard and repeated use. Rugged, reliable construction is achieved by steel channel side rails and cross rails, a 2 1/8" apron on all sides, plus welded and riveted 1" tubular legs of 16 gauge steel.



Two different tops are available. One features a high pressure plastic laminate on 3/4" exterior plywood, with plastic balancing sheet on the

underside. This model is available in five colors: gray, green, tan, red or yellow. The other top is 1" Superwood of tempered masonite type material.

Four sizes may be obtained: 30" x 72", 30" x 96", 36" x 72", 36" x 96".

HALDEMAN-HOMME MFG. CO., 2580 University Ave., St. Paul 14, Minn.

Junior Cot

SE-415

Canvas Covers Detach Easily



The new junior cot developed by Gold Medal Folding Furniture features a heavy all-aluminum frame (1" tubing, .065 wall) giving the advantages of lightness and durability. The covers, adjustable at both ends, are of white canvas and can be quickly and easily detached for laundering and replacement. When not in use, the cots can be compactly stacked.

There are no loose parts; a pull-apart joint facilitates quick and easy assembly without the use of tools.

GOLD MEDAL FOLDING FURNITURE CO., Racine, Wis.

SE-416

Basketball Backstops

Operate by Remote Control

The E-Z-Fold Basketball Backstops make it easy to convert from auditorium to gymnasium in a matter of minutes. The backstops operate by the pull of a switch. The folding time depends on the height of the ceiling; on the side or practice backstops—all four fold at one time from one control point, using one motor and winch.

The units are simple in design, of welded tubular construction. Although they are manufactured in standard types, each installation is in effect a custom job in that supports, clamps, and fastening devices are individually engineered to suit the individual structure.

E-Z-FOLD, INC., Spearville, Kans.

SE-238



**CLEAN
DRY MOPS
on the
FLOOR**

**with the
SPENCER VACUSLOT**

Just move the mop across a vacuum slot in the floor. Each strand of the mop is pulled into the slot and agitated violently by the inrush of air. All dirt and dust is carried down to a closed separator in the basement.

In addition, connections can be made for the use of standard Spencer vacuum cleaning tools for cleaning floors, picking up spilled liquids, cleaning boiler tubes, and many other uses. Installation is simple—one vertical pipe line to all floors. Maintenance and operating costs are negligible.

Bulletin No. 153 gives complete description and specification of the VACUSLOT system, including the new application of tubing which greatly reduces installation costs.



Send for
Bulletin
153

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

501-A



THE MANLEY MAN

Discusses procedure, prices and profits

... with Mr. Burke, principal of Centerville Junior High. Let's listen in:

"... I know we need a snack bar here in the school. We've talked about having one for years, but ..."

"But, what, Mr. Burke?"

"Well, there are problems, such as space for it ... who will run the snack bar ... and of course, there's the cost."

"I was expecting you to say that, Mr. Burke! Let me show you some figures that will make you see how we have licked those problems for you. You want a complete snack bar, so we have built two pieces of equip-

ment into one. The Refresherette, if you want cold drinks and hot dogs; the Coliseum for cold drinks and popcorn. As for space, all you need is 14 square feet."

"So far, so good."

"We have done everything possible to make both of these machines simple to operate. Any student in your school can become an expert operator in just a matter of minutes. It's that easy! And as to cost ... with the crowds you'll be having at this year's events, you'll have the machine paid for in no time. Now, let's walk down to the gym and see where we might put it."

"Fine. Let's go!"



THE MANLEY REFRESHERETTE®

is a combination cold drink machine and rotary hot dog grill. Dispenses a variety of ice cold soft drinks in many flavors—plain or carbonated. The rotary grill cooks up to 216 hot dogs an hour or 18 every five minutes. The unit comes to you ready to install and operate with everything you need for a complete snack bar. Requires only 14 sq. ft. of floor space.

THE MANLEY COLISEUM

is essentially the same as the Refresherette, only instead of the hot dog grill, the Coliseum has an easy-to-operate popcorn machine that will pop 350 cartons of delicious popcorn an hour, with an elevator warmer that will add 72 1/2 oz. cartons of popcorn.

SEND TODAY FOR INFORMATION

MANLEY, INC. 1920 Wyandotte Street,
Dept. SE-1255 Kansas City, Mo.

- ☐ Please send me complete information on the Manley REFRESHERETTE
- ☐ Please send me complete information on the Manley COLISEUM
- ☐ Without obligation, have The Manley Man call on me.

Name _____

Title _____

School _____

City _____ Zone _____ State _____

FOOD SERVICE

Coffee Maker

SE-417

Operates on 110 Volt AC

The Brewmatic is an automatic coffee maker that automatically heats its own water, brews the coffee, fills the serving decanter, then shuts itself off. Brewing time is about 3½ minutes for each half gallon. The unit has a capacity of approximately 5 gallons per hour if hooked up to a cold water line; even more if connected to a hot water supply.

HILL-SHAW Co., 311 N. Desplaines St., Chicago 6, Ill.

Glass Dinnerware

SE-418

With Colored Borders

Toughened glass institutional dinnerware with sprayed borders in any of four colors can now be obtained directly from stock.

The border colors available are gray, coral, autumn, and aqua.

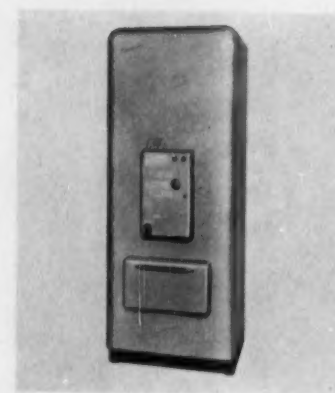
CORNING GLASS WORKS, Corning, N. Y.

Milk Vender

SE-419

Lower Cost Reflects Simplicity

Norris Dispenser's newest milk



vender has been simplified and contains fewer working parts with a resulting saving in cost. The simplicity also affects the service requirements. The entire inner mechanism can be withdrawn from the vender like a file drawer and replaced with a new unit in seconds.

This automatic model offers a choice of three beverage flavors. It will take 216 half-pint or one-third quart cartons. It can also be used for bottled milk.

Dimensions of the cabinet are: 78" high, 30" wide, and 25" deep.

NORRIS DISPENSERS, INC., 2720 Lyndale Ave., So., Minneapolis 8, Minn.



picture

THIS BEAUTIFUL

CHAIR IN YOUR NEW AUDITORIUM

modern streamlining... comfortable... luxurious... you can have all these necessary qualities for fine seating with Griggs Model 50 MBW auditorium chairs.

See your Griggs distributor or write direct for auditorium seating catalog.

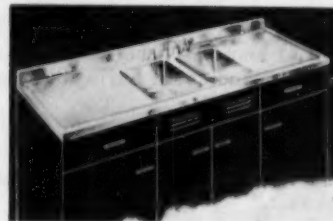


EQUIPMENT COMPANY
BOX 430 • BELTON, TEXAS

Sink Tops

SE-420

Five Standard Sizes Available



Just Mfg. Co. announces that they have added five new standard sizes to their line of Cabineteer stainless steel sink tops, available for immediate shipment.

This increases the number of stock sizes to fifteen, including 42" and 48" lengths in single bowl, single drainboard styles, 54", 60", 66", 72", 84" and 96" lengths in single bowl, double drainboard models, and 48", 66", 72", 84", and 96" lengths in double bowl, double drainboard models.

JUST MFG. CO., 9234 King St., Franklin Park, Ill.



STEEL LIBRARY SHELVING

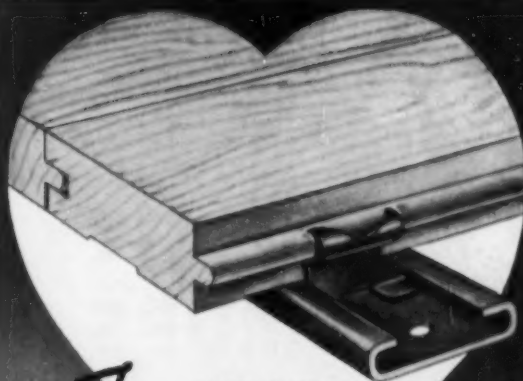
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FOR FREE
BULLETIN
502**



**FREE ESTIMATES
WITHOUT OBLIGATION**

**DELUXE METAL FURNITURE CO.
WARREN, PENNSYLVANIA**

A DIV. OF ROYAL METAL MFG., CO.



The HEART of the LOXIT FLOOR-LAYING SYSTEM

Simple—Practical—Economical. Controls expansion. Compensates for contraction. No special tools required. A "must" for wood floors laid on concrete in large areas—gymnasiums, field houses, auditoriums, ballrooms, shops, etc. Lays strip wood flooring mechanically. Only three parts; the Loxit channel, the Loxit anchor and the Loxit clip. Write for details and samples.

LOXIT SYSTEMS, INC.

1217 W. Washington Blvd., Dept. PA 5, Chicago 7, Illinois



"FLASHFOLD" FOLDING quickly and simply permits Nissen Trampolines to be folded for out-of-the-way storage.



*If it isn't a **NISSEN**, it isn't a TRAMPOLINE*

**CHOICE OF
OVER 3,000 SCHOOLS
AND UNIVERSITIES**

NISSEN TRAMPOLINES*

MODEL "77-A"

- EXCLUSIVE HIDDEN HINGE for easy folding with both side and end pads in place.
- SOLID NYLON BED gives plenty of bounce.
- WIDE OPEN SPACE UNDER BED for full clearance.

*Reg. U. S. Pat. Office

NISSEN TRAMPOLINE COMPANY
200 A. Avenue, N. W., Cedar Rapids, Iowa

6D

Please send me free information on "How to Use the Nissen Trampoline Model '77-A' in our Training and Physical Education Program"—a personalized Nissen service.

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IN SCHOOLS

Floor Care
Is mostly labor cost.

QUALITY MOPS

Reduce
Man-Hours!

Cuts Clean-up
Time in Half

BIG X
Sweep Map

Here's a mop that
snatches up dust on contact.
And it's amazingly durable... lasts
and lasts. Can be removed from block for
washing. Handles can't break due to exclusive new, rugged
"Gibraltar" brace... BIG X comes in various widths
up to 5 feet! ... It's our leader!

VICTORY Wet Map

Your maintenance men
will cheer you for ordering
VICTORY mops. Soak up dirt and
water at high speed. A heavy-duty, long-
wearing mop — the choice of
thousands of buyers.

HOLZ-EM Applicator

A high-speed performer. Reduces
cost of applying wax, seals, varnish.
More professional floor finishers use
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AMERICAN STANDARD MFG. COMPANY

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2507 SOUTH GREEN STREET • CHICAGO 8, ILLINOIS



Not Just Strength...

TRI-BALANCE STRENGTH

Minimum weight (for long-haul strength) ... no knee-interference at either *END* or *SIDES* ... folds and unfolds in a jiffy ... most efficient automatic locking device ... stack and store in minimum space. Just a few advantages of tri-balance design combined with Metwood-Hanover's traditional craftsmanship. Professional buyers call it ... "The Table with 9 Lives".



In High-Pressure
Plastics,
Masonite,
& Plywood
Tops. Write
for Catalog
without
obligation:

Metwood Mfg. Co., Inc.
Hanover, Pa.

metwood hanover

FOLDING TABLES

Every School Needs A VARIGRAPH LETTERING INSTRUMENT

Small
BIG
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Scripts
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H



**Produces Lettering for Posters, Charts, Slides and
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Any student can do professional hand-lettering with a Variograph after only a few minutes' practice. All you do is move a stylus along the letters in a grooved templet. The work is always clearly visible. More than 600 variations in size and shape of letters may be produced from one templet — 130 templets and lettering styles. The Variograph is a precision instrument and guaranteed to deliver a long life of service. Thousands in use all over the world.

For complete information write Dept. 88.

VARIGRAPH CO., Inc. Madison 1, Wisconsin

SCHOOL EQUIPMENT INDEX—DECEMBER, 1955

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

ADVERTISED PRODUCTS

- 201 Formica Desk Tops
- 202 Johnson Temperature Control System
- 203 Nesbitt Wind-O-Line Ventilating System
- 204 Pittsburgh Corning Glass Blocks
- 205 Ft. Howard Paper Towels
- 206 Johnson Hard-Glass Floor Wax
- 207 Adams & Westlake Aluminum Windows
- 208 Mississippi Diffused Glass
- 209 Haldeman Homme Fold-A-Way Products
- 210 Detroit Fenestra Door-Frame-Hardware Units
- 211 Mastic Tile Flooring
- 212 West Wescodyne Germicide
- 213 School Executive Special Reference January, 1956 Issue
- 214 Kawneer Sun-Control & Weather Protection Products
- 215 Pittsburgh Color Dynamics Painting System
- 216 American School & University
- 217 Chevrolet School Bus
- 218 Peabody Seating with Fibersin Plastic Desk Tops
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- 221 Corning Double-Tough Dinnerware and Tumblers
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SB

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- 283 Cretors Popcorn Machines
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- 288 Sico Folding Cafeteria Tables
- 289 Churchill Tough Sheen Finish For Asphalt Tile Gym Floors
- 290 Binney & Smith Art Materials

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 294 Hillyard Floor Treatments & Maintenance
 295 Chicago Rubber Tire Skates
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 309 Geerpres Map Washers
 310 Strong Spotlights
 311 Snyder Grandstands & Bleachers
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 510 Carter Lighting Fixture
 511 GE Fusible Service Entrance Equipment
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NEW TEXTBOOKS

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 517 Charles Scribner's New Book Catalog
 518 Columbia University Press Text on Poland
 519 Allyn and Bacon Arithmetic Texts

THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y. December, 1955

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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Also send literature on _____

NAME _____

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INSTITUTION _____

ADDRESS _____

CITY _____

ZONE _____

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MAINTENANCE

SE-421

Twin-Mopping Tanks Have New Steel Handle



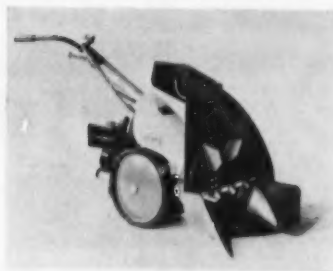
Addition of an adjustable-position tubular steel handle for use with the complete line of Geerpres twin-tank mopping outfits and chassis has been announced. The new handle will stay in any position within an arc of 180° and folds flat on the chassis for storage. Besides making it easier to handle the mopping equipment, the handle converts the tank chassis to an all-purpose cart for moving waste containers, etc.

Handles are available to fit twin-tank chassis for 16, 32 and 44-quart tanks. They also fit all Geerpres chassis now in use.

GEERPRES WRINGER, INC., Muskegon, Mich.

Snow Thrower Has New Raker Bar

SE-422



Addition of a special raker bar that quickly cuts up heavily packed or deeply piled snow is a feature of the new Champion Snow Thrower. The bar consists of six flat steel teeth mounted on the Champion's whirling fan. It is so arranged that each tooth travels in a separate plane, cutting the packed snow into small pieces that can be easily thrown to one side by the fan.

December, 1955

The new rotary type machine is self-propelled and powered by a 4 cycle, 2½ hp gas engine, designed to clear a path 20' wide through any depth or type of snow at the rate of 520 shovelfuls per minute. Thrown snow is spread over a 30' strip to prevent big banks, and the throwing angle is adjustable.

JARI PRODUCTS, INC., Dept. KP, 2990 Pillsbury Ave., Minneapolis 3, Minn.

Paint Dissolver

SE-423

Paint Rinses Off With Water

R.P.O. (Rinses Paint Off) will dis-

solve paint, varnish, or lacquer from any surface to which it is applied. It removes paint completely to the raw metal, wood, concrete, brick, etc. without harmful effect to the basic surfaces. This paint dissolver can be brushed, poured, or sprayed on the painted surface, left on from 10 to 30 minutes, then rinsed off with a stream of water or washed with a wet sponge or cloth. The paint and remover will flow away completely in the water solution, leaving nothing but the bare surface.

CREATIVE CHEMICAL CO., INC., 2727 E. Nine Mile Rd., Hazel Park, Mich.

Milk tastes better from a Stainless Steel bulk dispenser



SE-247

West Allegheny Junior High School at Imperial, Pa., is now serving milk from a refrigerated Stainless Steel bulk dispenser. Here is what Principal E. H. Hoshauer says:

"The Stainless Steel bulk milk dispenser is liked by faculty and students alike. They report the milk has a better taste. It is also possible to get milk at slightly lower cost and thus have money to support the cost of other items on the menu.

"On the whole, it is also noted that the children drink more milk and are less likely to return unused milk. No matter how warm the day, there is no danger that any of the servings may become soured or unpalatable."

United States Steel, as the manufacturer of USS Stainless Steel from which bulk dispensers are made, will be glad to put you in touch with manufacturers of dispensers. Just mail the coupon below.

UNITED STATES STEEL CORPORATION, PITTSBURGH
AMERICAN STEEL & WIRE DIVISION, CLEVELAND
COLUMBIA-GENEVA STEEL DIVISION, SAN FRANCISCO
NATIONAL TUBE DIVISION, PITTSBURGH
TENNESSEE COAL & IRON DIVISION, FAIRFIELD, ALA.
UNITED STATES STEEL SUPPLY DIVISION,
WAREHOUSE DISTRIBUTORS
UNITED STATES STEEL EXPORT COMPANY, NEW YORK

**USS STAINLESS
STEEL**

SHEETS • STRIP • PLATES • BARS • BULLETS
PIPE • TUBES • WIRE • SPECIAL SECTIONS

Agricultural Extension Section
United States Steel Corporation
Room 5034, 525 William Penn Place
Pittsburgh 30, Pa.



Please send me complete information on
Stainless Steel bulk milk dispensers.

Name.....

Address.....

City.....State.....

UNITED STATES STEEL

SE-424

Football Face Guard

Attaches to Any Helmet

Added protection for football players is now available in a new bar-type face guard which attaches easily to any helmet. Molded of tough Tenite butyrate plastic, the guard has the extremely high impact strength essential for rough, hard-fought games. Yet it is very light in weight and, since the plastic is clear transparent, does not interfere with vision.



Drilled holes are not required for attachment. The ends of the device clip into the helmet ear openings. Each side connects to the nearest chin-strap buckle by means of a

metal fastener which is fixed to the plastic. To remove the helmet, the player has only to unsnap the chin strap and pivot the guard upward.

HUTCHINSON BROS. LEATHER CO.,
1924-1948 W. 8 St., Cincinnati 4,
Ohio.

Football Cleats

SE-425

Provide Maximum Traction



The Tuffie is a new steel tipped nylon cleat for football and rugby shoes. The rounded steel tip provides maximum traction and at the same time is burr proof for safety. Combination molded and self tapping threads make the cleat easy to put on any standard shoe. The generous hex at the base makes the cleat easy to install or remove with a standard wrench or pliers. The Mud-Shed curve below the hex was developed to keep the cleats cleaner under rugged field conditions.

WEIGHT PRODUCTS CO., Dept. E-6,
Box 72, Addison, Mich.

SE-426

Prefabricated Grandstand

Seats 55



The compact 15' 5 row grandstand illustrated is built to seat 55 spectators safely and comfortably and employs structural steel for the complete understructure. No. 1 grade lumber 10" wide x 2" thick is used for seat and footboards.

The grandstand is delivered complete with all hardware and instructions for quick, easy assembly. The unit is portable.

WAYNE IRON WORKS, Wayne, Pa.

*whether it's a playground or a
municipal power plant, there's a*

REALOCK FENCE

*to give it
maximum
protection*

■ All over America, Realock Fences are providing dependable round-the-clock protection for every type of municipal installation. That's because each Realock Fence is tailor-made to fit the requirements of the customer.

Typical of the many Realock Fences now widely used by municipalities is Realock's Type 426. This sturdy fence gives positive protection for installations such as water works and power

plants because it is available in heights up to 13 feet and is topped with six strands of sharp barbed wire.

Yes, there's a sturdy Realock Fence for every municipal need. Why not get full details from your nearby Realock representative? You can obtain his name from your classified telephone directory, or by writing the nearest district sales office shown below.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION—Buffalo, New York

REALOCK FENCE

THE COLORADO FUEL AND IRON CORPORATION



BRANCHES IN ALL KEY CITIES

3592

Handle and Store Folding Tables and Chairs Effortlessly

with **CADDIES**
by *Midwest*



End costly, time-consuming manual handling of folding furniture with modern Midwest Caddies. Virtually all folding chair and table damage occurs in handling... but with safe, quiet Caddies, expensive repairs and replacements are eliminated. Caddies *double* the convenience of your folding furniture!

NEAT COMPACT STORAGE

Caddies permit maximum storage in limited space. With Caddies, your folding chairs and tables can be stored in a minimum space, *anywhere*. And they are always neat—instantly available. Caddies are available in a complete range of sizes and styles to solve any handling or storage problem.

Midwest FOLDING PRODUCTS Dept. 6512, Rose 1e, Ill.

HEAT FAST to COLD RADIATORS with HEAT-TIMER VARIVALVE



Stop wasting fuel with inefficient, clogged or worn-out valves. Don't overheat most of your building to get heat to remote radiators. Varivalves will get heat first to hard-to-heat rooms! Get heat with ounces of pressure instead of pounds! Varivalves are noiseless, will not clog and will last indefinitely! There is no other air valve like it!

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Enclosed please find \$
Please send _____ Varivalves @ \$3.45
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descriptive
literature
on request

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Once Over Floor Cleaning

And we can Prove it!

FULLCLEAN
LIQUID SYNTHETIC DETERGENT



PER GAL. IN
55 GAL. DRUMS
*Slightly higher in
Western States*

Fullclean brings important labor savings. Once over to strip away all the old wax. Just one rinsing, and the solution disappears completely. Do you want us to prove it? Just send us the coupon.



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The low cost of Fullclean, when bought in combination with Super-Fullduty (Fuller's heavy traffic wax) brings down the overall cleaner and wax cost... to \$1.78 per gal. (in 55 gal. drums, slightly higher in Western states.)

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3556 Main St., Hartford 15, Conn.

OK, send me proof how Fullclean gets floors clean with just one application. Also send along your chart, illustrated in color, showing when and how to clean, wax, resurface and otherwise care for ALL types of floors.

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COMPANY _____

STREET _____

CITY _____ ZONE _____ STATE _____

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—up to half-a-mile away
without killing
your voice!



Portable, self-contained electronic megaphone — operates on DRY batteries — weighs only 5½ lbs. — yet amplifies speech 1000 times. Ideal for band leaders, coaches, and as a flexible P. A. system.

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BUY IN STURDY,
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Why? First, cost . . . second, strength . . . third, design. Hampden's first on all three counts! Write for a sample chair, inspect it, test it, no obligation. This is Hampden's No. 73. Steel frame, contoured plywood seat, baked-on enamel is chip resistant. Rubber feet.

Hampden

SPECIALTY PRODUCTS, INC.
CANTHAMPTON - MASSACHUSETTS

Write Dept. 2D
for catalog describing
5 new public seating
chairs.

BEAT RISING LABOR COSTS
with
ADVANCE SPEEDBOY

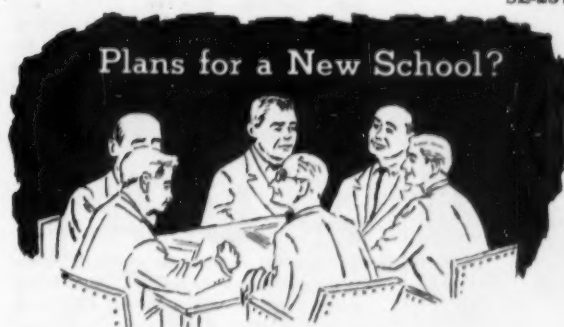
TEACHER

No use to just worry about rising costs of floor maintenance—bring them down! There's an Advance model to fit your particular needs. Advance Speedboy Deluxe features such as automatic wheel mechanism and perfect balance for effortless operation will speed the job, cut the time needed. Silent Flo, the revolutionary grease-free, absolutely silent drive will cut machine up-keep costs to a fraction.

ADVANCE
"Speedboy"

ADVANCE FLOOR MACHINE CO. 2608 Fourth St. SE., Minneapolis 14, Minnesota
Manufacturers of a complete line of outstanding floor and rug maintenance machines for over a quarter of a century.

SE-257



Plans for a New School?

That's the time for specifying top security Eagle Cabinet Locks like those illustrated below.

For quality one key convenience, make certain your architect specifies Eagle school sets. Available in keyed alike sets and master keyed to meet all requirements.



EAGLE NO. 03162 All brass half-mortise lock for fine cabinet work. May be ordered for either right or left hand doors.

EAGLE NO. 03202 All brass half-mortise pin tumbler drawer lock with unlimited key changes for fine cabinet work.



SPECIALISTS IN SCHOOL LOCKS FOR OVER 100 YEARS
the EAGLE LOCK & SCREW CO.
Subsidiary of Bowser, Inc.
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SE-258

new ceramic tile booklet

Free

shows how to plan for lower maintenance costs

Keeping your school clean and attractive, in spite of careless pupils and low budgets, is a major problem. Ceramic tile gives you an ideal solution. This new 24-page booklet shows many full color photos of outstanding schools, and gives numerous planning suggestions and tile descriptions.

Send for your free copy today!

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Please send me a free copy of Booklet 600.

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Firm _____

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City _____

Zone _____

State _____

AUDIO-VISUAL AIDS

SE-501 USS Motion Pictures

The fifteenth edition catalog of USS Motion Pictures is now available. Four new films have been added which include: *Barns for Better Dairying*; *Sinews of the South*; *The Suspension Bridge*; and *The Waiting Harvest*. Subjects range in length from 12 to 38 minutes. All are sound, the majority color. Available in 16mm. UNITED STATES STEEL CORP., 525 William Penn Place, Pittsburgh 30, Pa.

SE-502 St. John's College

The St. John's Story. 16mm. Running time 28 minutes. Directed to secondary school

students, this film introduces the purposes of a liberal arts education. Those taking part in the film are St. John's students and faculty members. All students take a single unified course of study in the liberal arts. For four years they study science, languages, mathematics and music. The program centers on regular, rigorous discussion of the great books and ideas of the Western World, from Homer to the present. This program is the subject of *The St. John's Story*. ST. JOHN'S COLLEGE, Director of Admissions, Annapolis, Md.

SE-503 Filmstrips on Manners

Two new filmstrips have been released by YAF for classroom use in elementary schools and high schools dealing with good manners and their role in achieving better social adjustment. The new sets, each pro-

duced entirely with original color photographs, are *Getting Along With Others* (six color filmstrips for junior-senior high schools) and *Our Manners Series* (four color filmstrips for elementary schools). YOUNG AMERICA FILMS, INC., 18 E. 41 St., New York 17, N. Y.

SE-504 Audio-Visual Teaching Aids

Included in this colorful catalog are listings of over one thousand professionally made films and filmstrips produced by EBF. It is designed as a working tool for everyday use by classroom teachers. Any desired EBF title is readily located in an alphabetical index at the back of the guide, which is separated into: (1) 16mm. sound films; (2) filmstrips by series titles; (3) recordings. Each subject is completely described on page indicated in index. Subject is in b/w only unless color is indicated in the description. Running time in minutes, purchase prices and other necessary information is also shown. ENCYCLOPAEDIA BRITANNICA FILMS, 1150 Wilmette Ave., Wilmette, Ill.

SE-505 Christmas Film

Christmas Customs Near and Far is the title of a new Christmas film just released by Coronet Films. In this 16mm sound film, Miss Fran Allison, television star, explains the Christmas legends and customs of the Western Hemisphere, Europe and Asia as the camera explores a variety of traditional dances, decorations and festivities. The story follows children of German, Swedish, Mexican, Italian, and Chinese descent as they enact typical Christmas celebrations of those countries against a background of favorite Christmas music. This Yuletide film is directed to all age groups. Available in color or black and white. Running time is 13½ minutes. CORONET FILMS, 65 E. S. Water St., Chicago 1, Ill.

SE-506 Secretarial Training Films

A new series of films on secretarial training has been announced by Coronet Films. Adapted for use in classes of shorthand, secretarial office practice and vocational guidance, this series can be used in senior high schools, junior colleges, colleges, universities and business schools. Titles include: *A Normal Day*; *Taking Dictation*; *Transcribing*. CORONET FILMS, 65 E. S. Water St., Chicago, Ill.

SE-507 Controlled Ventilation Film

More Take-Home Learning Through Controlled Ventilation, in color and liberally sprinkled with cartoon sequences, illustrates the importance of the proper building facilities to every phase of modern education. Using audio-visual instruction as an example teaching situation, this film clearly demonstrates that by providing facilities for the use of projected materials in every classroom, we can increase the take-home learning of students, and assure a better return from time and investment in schools. MINNEAPOLIS-HONEYWELL REGULATOR CO., Minneapolis 8, Minn.

Time to look at Low cost *wardrobes!*

Send for this helpful folder on a practical, easy-to-install coat and hat rack. Compact, space-saving, finely engineered in non-peeling aluminite finish.



Ideal when combined with supply closet and fireproof, gliding curtaining.



A. R. NELSON CO., INC., 210 E. 40th St., New York 16

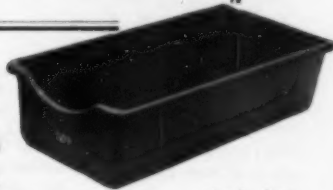
The new unbreakable

DURO TOTE TRAY

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School's master key opens every locker.

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**You're just TWO STEPS
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PROBLEMS!**

First, write for your free copy of the IRWIN catalog. You'll find it describes a complete range of versatile, practical, exceptionally well made seating for all classroom and auditorium requirements — at prices that make them very sound values.

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**KING
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MONARCH CORRIDOR DUSTER

With eleven dusting surfaces ranging in size from 12 x 20 to 12 x 70, these big Monarch Corridor Dusters are designed to handle "King-Size" jobs — Hospitals — Gymnasiums — School Floors. The head is detachable and washable and is made of the finest long staple yarn... Use a Tu-Way! You'll understand why we sell more industrial mops than any other manufacturer in the world.

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TU-WAY PRODUCTS COMPANY

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SE-264

OVER THE YEARS
I'VE PROVED TO MYSELF
THAT

**Schacht
DOORS & FRAMES
SAVE MONEY—
BIG MONEY!**



It's the "long-run-cost" that counts. Door maintenance and insurance over the years add up to a tremendous figure. That's why there's a strong trend to replace ordinary doors with Schacht STAINLESS STEEL Doors & Frames. They cost less to maintain... far less to insure — yet their price is but a trifle more.

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130



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3 STEP

CHORUS RISERS

Wenger gives you these **IMPORTANT** features for **Longer Life, Improved Appearance and Extra Convenience.**

- Sets up Speedily
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Makes All Groups Look Better... gives each member plenty of room... Wenger units lock together in semi-circle—enables conductor to see and hear each member. Simply add units to meet growing needs.

Safe, Sturdy, Long Life... features Wenger Shaper-Cut (rounded) edges and All-Bolted Construction. Wenger's Complete Line... Combination risers and portable stages for any event or performance. New 1955-56 catalog illustrates many types of risers, portable stages, sousaphone chairs, variety shows, and other top-quality items.



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Catalog and
Low School Prices

WENGER MUSIC EQUIPMENT CO.

RISERS—PORTABLE STAGES—SOUSAPHONE CHAIRS

20 Wenger Bldg. Owatonna, Minn.

WENGER—Top Name in Risers!

SE-266

STUDENT PARTICIPATION FILMS



STORIES FOR
YOUNG EARS—I
(IN COLOR)
by
DuKANE

SIX SOUND FILM STRIPS

Masha and the Bear
Chinna, an Indian Boy
Paper Tearing
The Ugly Duckling
Abba and Her Picture
Alphabet

I am interested in knowing more
about the Du Kane Student Participa-
tion Films.

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School.....
City.....State.....

Write to Dept. SE-135

DU KANE CORPORATION
ST. CHARLES, ILLINOIS



THE SCHOOL EXECUTIVE

SE-267

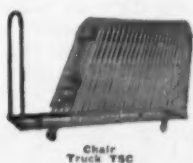
Monroe FOLDING BANQUET TABLES



**DIRECT PRICES & DISCOUNTS
TO SCHOOLS, CHURCHES,
LODGES, HOTELS, CLUBS, etc.**

NOW, Monroe Folding Banquet Tables, at no extra cost are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Formica and Ormace special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.

MONROE TRUCKS For Folding Tables and Chairs



Chair
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Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.



Complete Line of
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THE *Monroe*



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66 CHURCH ST.

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SE-268

BIRD DAMAGE IS COSTLY

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Bur-Co. Bird Repellent will pay for itself many times in labor saving and elimination of building repairs. It does not harm birds — they instinctively dislike Bur-Co. No chemical reaction on any building material. It will not harm humans. Each application properly applied will eliminate birds for one year.

POSITIVE

HUMANE

BURR CHEMICAL CO.

3329 AUBURN

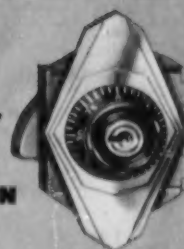
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SE-269

dependable locker security! NATIONAL LOCK combination locks



68-268



68-267

BUILT-IN LOCKS

Quality made for use as original components, or as replacement units on lockers now in use. Rugged construction assures positive security, troublefree service. Easy to use. Available with or without convenient masterkey feature.



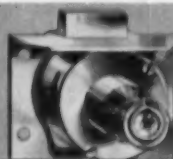
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SHACKLE LOCKS

Three-number dialing... Brass working parts... extra strong chromium-plated shackle... stainless Steel outer case... these outstanding lock features mean dependable locker protection. With or without masterkey feature.



68-259

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Solid Brass construction is not affected by ordinary laboratory fumes and acids. Reversible. Masterkeyed.

EFFICIENT LOCKER CONTROL

Master charts for lock records, complete with leatherette binder, are supplied FREE with quantity lock purchases. Ask about them.



**Write on your letterhead
for a free sample lock**



NATIONAL LOCK COMPANY

Rockford, Illinois • Lock Division

MANUFACTURERS' CATALOGS

SE-508 Shop Equipment Catalog

Catalog No. 255. This 30-page catalog, profusely illustrated, includes equipment for every Industrial Arts and Vocational Shop—Woodworking, Metalworking, Machine, Electrical, Foundry, Ceramics, Automotive, Agricultural, Drafting, Tool and Project Storage, and others. All of the items shown are constructed from standard parts, enabling the selection of units that adequately fill both space and equipment requirements. Specifications along with descriptions of each are listed.

PARENT METAL PRODUCTS, INC., Locust at Fourth St., Philadelphia 6, Pa.

SE-509 Sliding Doors and Windows

A comprehensive 16-page catalog featuring the entire new line of Arislide aluminum sliding windows and steel sliding doors, has just been published by Michel and Pfeffer Iron Works. Fully illustrated, the two-color catalog gives detailed specifications on smooth operating aluminum and steel sliding doors for all types of construction. Included are illustrations of head, jamb and sill details for both type doors and Arislide aluminum sliding windows. Complete installation details are illustrated for use with frame and stucco,

frame and rustic or cement block. MICHEL & PFEFFER IRON WORKS, INC., Metal Windows and Doors Div., 212 Shaw Rd., South San Francisco, Calif.

SE-510 Lighting Fixture

Form No. 2004. The Carter Lighting Company has just issued a new catalog sheet on their new Accenter, the standard fixture for custom lighting applications. Included is complete catalog information, detailed dimensions, as well as a number of photos which illustrate several Accenter applications. The use of the Accenter as an illuminated sign is graphically illustrated, as is the fixture's versatility in providing accent lighting, counter illumination, general lighting and several other diversified functional usages. CARTER LIGHTING CO., Chelsea 50, Mass.

SE-511 Fusible Service Entrance Equipment

Bulletin No. GEA-6286. A two-color, 16-page booklet describing G.E.'s new line of fusible service entrance equipment is available from the General Electric Company's Trumbull Components Department. The catalog explains the features of seven basic types of fusible service entrance devices for numerous applications. It describes accessories such as interchangeable raintight box hubs, and contains information on G-E merchandising aids available for the use of electrical contractors. In addition, the publication gives ratings, wiring diagrams, dimensions and complete ordering information for the new G-E fusible devices. GENERAL ELECTRIC CO., TRUMBULL COMPONENTS DEPT., Plainville, Conn.

SE-512 Floor Care

A new illustrated booklet, *How To Care for Your Floors*, has been published by S. C. Johnson & Son, Inc. Long-range and day-to-day maintenance programs for all types of floors are described in detail. There also is a section on suggested treatments for some of the most common floor failures such as loose tiles, yellowing, lack of water resistance, blooming and tackiness. S. C. JOHNSON & SON, INC., MAINTENANCE WAX DEPT., Racine, Wis.

SE-513 Steel Storage Files

Diebold, Inc., announces the publication of a new two-color, four-page, illustrated catalog No. AL-2804 which provides complete information on a new low-cost space saving method of storing inactive records in Saf-T-Stak steel storage files. This brochure tells how to reduce waste space normally required for storing inactive records—how to eliminate cost of shelving—and how to promote orderliness and efficiency when storing records. The catalog also shows seven of the most popular Saf-T-Stak file drawers available. Each size is fully described. Recommendations and explanations are given for the type records each is designed to house. DIEBOLD, INC., SYSTEMS DIV., 818 Mulberry Road, S. E., Canton 2, Ohio.

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The Perfect Classroom Desk

Here's a beautiful new design that will bring you everything you've ever looked for in good classroom seating. It's Rowles new MODERNAIRE Series . . . prize winning strength and unmatched durability. Streamlined . . . yet, invitingly comfortable. A big, adjustable writing surface and the smooth curved seat and gracefully arched back, assure relaxing comfort . . . all day long. The MODERNAIRE Desk belongs in your classrooms . . . it's your best buy in classroom seating . . . anywhere.

Ask your Rowles School Equipment Dealer for complete details, prices on the Modenaire Series, or write

ROWLES
School Equipment

E. W. A. ROWLES COMPANY ARLINGTON HEIGHTS, ILLINOIS



Modenaire
Desk



Modenaire
Chair



Modenaire
Tablet Arm
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You clean any type flooring faster—better—more economically with **BRILLO FLOOR PADS**

You get cleaner floors with a longer lasting gloss at lower maintenance cost when you use Brillo Solid Disc Steel Wool Pads.

Solid Disc Gives Greater Coverage! The entire surface of a Brillo Floor Pad works for you—cleans *all* the floor it covers... saves time. Cleans and buffs at one time... saves labor. You get cleaner floors with less swirl marks.

Lasting sparkle for your floors! Brillo Floor Pads speed the waxing process—bring out floor beauty quickly—because cross-stranded Brillo metal fibers give gentle abrasive action in every direction. A daily once-over with a dry Brillo Floor Pad easily removes dirt, grime, scuff marks—avoids wax build-up—eliminates frequent stripping and rewaxing.

Efficient... easy to use! Place pad under brush of rotary floor machine. Operate as usual. Brillo Floor Pad stays in place... does not buckle... machine does not bounce. Sizes for every machine. All grades for every job.



TERRAZZO



COMPOSITION



RUBBER TILE



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WOOD

Brillo Floor Pads give extra-long service. After using, simply shake out the pad, reverse and use again.

Brillo Pads clean and polish Hardwood, Linoleum, Asphalt and Rubber Tile, Terrazzo, Composition

Available from your dealer in sizes from 8" to 22" diameter and in grades 0, 1, 2, and 3 for any cleaning, wax-

ing or buffing operation. Write for free booklet on complete instructions in modern floor maintenance.

BRILLO SOLID DISC STEEL WOOL FLOOR PADS

BRILLO MANUFACTURING COMPANY, INC. • 60 John Street, Brooklyn 1, N. Y.

SE-272



Curtain Calamity In Your School?

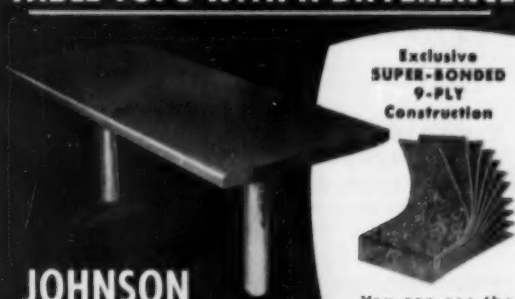
Then let ADC help you. For auditorium stages, classroom partitioning or audio-visual blackout window draperies, we have custom-fitted equipment for both new and remodeled schools. We've installed our tracks and machines in leading school systems.

Write Dept. SE-12 for full information and the name of the ADC dealer nearest you.

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2121 So. 12th St., Allentown, Pa.

SE-273

TABLE TOPS WITH A DIFFERENCE



Exclusive
**SUPER-BONDED
9-PLY
Construction**

JOHNSON
world's
toughest

TABLE TOPS

You can see the superior difference in the surface, in the edges and inside

They're **SUPER-BONDED** by the exclusive **JOHNSON** process—and that means matchless beauty, super-smoothness, longest wear, highest sanitation and complete protection against marring. Widest selection of edging styles and plastic materials. Write for the full details that prove **JOHNSON** superiority.

FREE JOHNSON PLASTIC TOPS, INC.

WRITE FOR
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69 North Street, Dept G-125
Elgin, Illinois



America has homework to do!



THERE'S PROBABLY a lot about your town that makes you want to brag a bit about it.

But there's one thing you *can't* be proud of. And it's a shame you share with just about every other community in America.

The homes where far too many people live are a disgrace. Slums, semi-slums, housing blight are with you. Fixing them up is the homework to be done.

If your town is like most in the U. S., here's what the figures show: 1 out of every 10 homes are rock-bottom slums. Nearly one-half urgently need basic repairs.

But slums are something that is happening on the other side of town, you may say. The problem isn't mine.

Slums are YOUR homework

Distance is no barrier against the threat and cost of housing blight.

Your taxes go up because it takes more money for your town to fight the diseases and delinquency and poverty spawned in the slums. The security of your family goes down because the slum is the natural parent of crime.

Where your business comes in

Every firm has a responsibility toward the town where it's located. Part of it is to support community improvements as any other good citizen would.

Some slums are beyond repair. They must be torn

down and a fresh start made. Others can be made to conform to accepted living standards. So it is up to you to get behind every sound program which seeks to provide adequate housing for all our people.

Civic and individual groups must have business backing . . . *your* firm's backing if they are to succeed.

Follow the course of Action!

A group of Americans from every walk of life has joined together in a non-profit organization to combat home and community deterioration, A.C.T.I.O.N., the American Council To Improve Our Neighborhoods.

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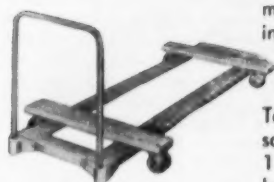


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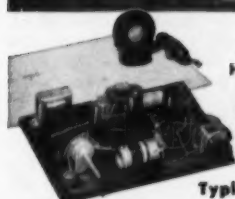
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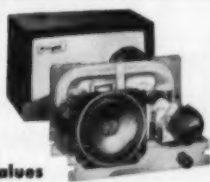
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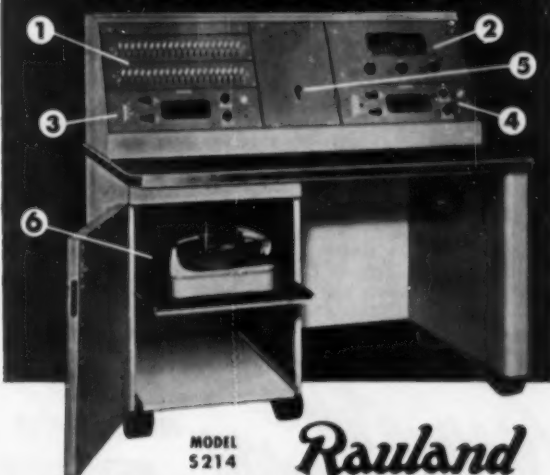
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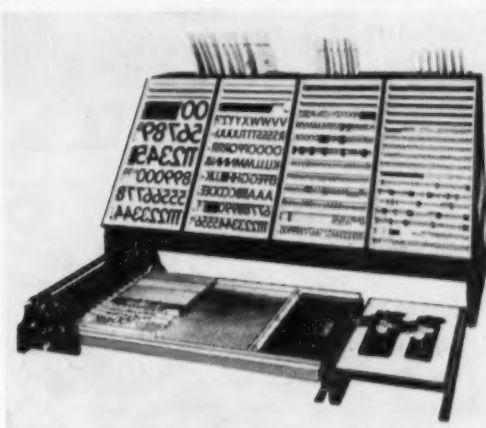
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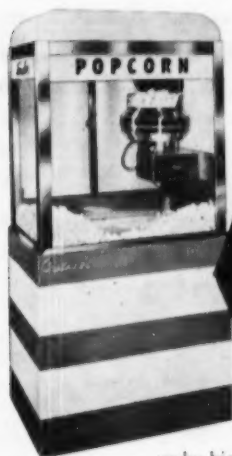


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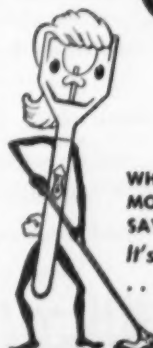
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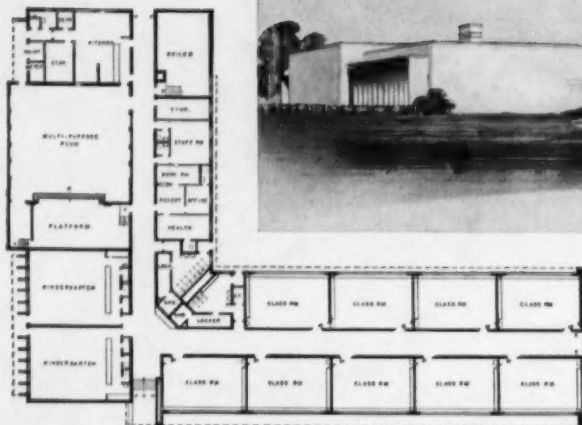
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